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ABSTRACT

Concept definition and activity description constituted the major focus of implementation proceedings of this outdoor education program designed for a residential school serving secondary students with emotional and drug related problems. Major program objectives were the development of greater academic growth and more positive self-concept for residents (as measured via pre- and post-testing) and development of a pilot program for students required to live and learn in a resident center. The program (October 1973 to August 1974) was carried out via a 3 phase operation which involved teacher training and study of site utilization, culminating in a 7 week modular summer program and involving all (approximately 90) students in several disciplines. One week summer classes included English, history, science, art, horsemanship, camping, advanced math, advanced communication and library skills, music, shop, photography, remedial reading and math, advanced shop, and advanced photography. All classes had outdoor oriented activities such as studying the Hudson River, building a log cabin, visiting a self-sufficient community, trail riding, simulating auto purchases, etc. Student and teacher evaluations of student adjustment were generally favorable, as were evaluations of academic achievement. Future outdoor education programs were also favored. (JC)

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Final Project Report

A RESIDENTIAL SCHOOL'S OUTDOOR EDUCATION PROGRAM FOR EMOTIONALLY HANDICAPPED ADOLESCENTS

Rhinecliff Union Free School District

Morton Road, Rhinecliff, New York 12574

THE UNIVERSITY OF THE STATE OF NEW YORK
THE STATE EDUCATION DEPARTMENT
DIVISION FOR HANDICAPPED CHILDREN
SECTION FOR EMOTIONALLY HANDICAPPED

DECEMBER 1974

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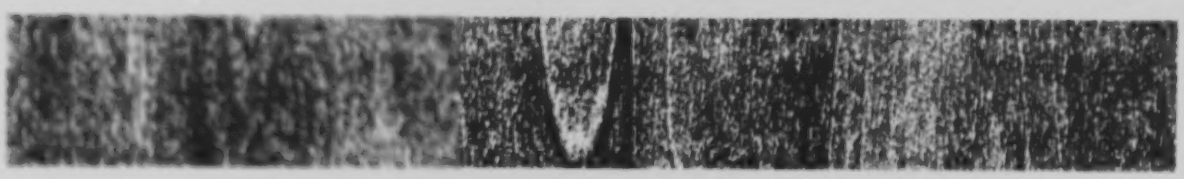

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The Division for Emotionally Handicapped Children
of the State Department of Education

presents

The Outdoor Education Report

of the

Rhinecliff Union Free School District

Holy Cross Campus
Morton Road
Rhinecliff, New York 12574

in cooperation with

Ernest Coons, Coordinator, Outdoor Education
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PREFACE

The proceedings that follow are a unique effort on the part of the teaching staff at Holy Cross Campus to challenge students with emotional and drug-related problems with a creative approach. Utilizing the "hands-on" approach of Outdoor Education, the teachers attempted to break through the students' initial fear and alienation of the outdoors in general to create positive learning experiences outside of the classroom.

This program was funded by the Section for Emotionally Handicapped Children of the State Department of Education, and was instituted with the cooperative effort of the administration and staff of Holy Cross Campus, which is an agency of Pius XII School conducted by the Holy Cross Brothers under the auspices of Catholic Charities.

The following presentation is an attempt to significantly define the ideologies and actual experiences of the program at Holy Cross. This proceeding is by no means a definitive, pragmatic report. Rather it is the summary of the proceedings from October 1973 to August 1974. It is also the impressions, recommendations, successes and failures of the program as the participants saw it. Refinements are obviously needed. It is hoped, however, that these proceedings can offer positive feedback for use in educational programs with similar problems. Whatever flows from these proceedings are natural emotive experiences and represent as such the staff's work to attain its goals. It is hoped that the sincerity with which this is written will provide salient information to those who are planning or implementing Outdoor Education programs now and in the future. Also included herein is the empirical data used to measure both the cognitive and affective changes in the students as a result of their Outdoor Education experiences.

Introduction

When one reflects upon the term "Outdoor Education" one is tempted to think of such things as afternoon class walks, a count of the migratory birds flying overhead, or perhaps even a class picnic to break the monotony of the classroom experience. When this term was first presented to Holy Cross in the fall of 1973, some of these same reflective thoughts crossed the minds of many of the faculty. No one was really sure of what "Outdoor Education" was nor was anyone sure of what it was supposed to be.

Outdoor Education arrived at Holy Cross as a concept. Though other school institutions had employed Outdoor Education as an innovative means of varying the traditional educational approach, an institution of the aforesaid nature had never done so. To say that this is a pioneering effort into new and unknown experiences would not be the truth in entirety. Needless to say, however, it had never been used in such an exciting and different way.

To find a particular point in time where the concept of Outdoor Education made its debut at Holy Cross is indeed a hard task. The dates of June 7, 8 and 9 of 1972 shall be used as the starting point. On the aforementioned date the Principal of Rhinecliff School, Brother Brendan Dinan, attended a Special Studies Institute at the Valcour Conference Center in Plattsburgh, New York. It was here that he became acquainted with Dr. Ernest Coons, a director of the Institute, and with Outdoor Education as a possible media for enriching the curriculum using the resources of the outdoors. A comprehensive Outdoor Education proposal, based on the facilities of the Holy Cross Campus was submitted to the State Education Department in Albany, New York. With the final approval of this proposal in the spring of 1973, Outdoor Education was on its way to Holy Cross Campus, Rhinecliff, New York.

Outdoor Education arrived at Holy Cross as a conceptual program in the fall of 1973 -- a program which raised many doubts and questions in behalf of the faculty and staff as to "exactly what are we getting involved in?". Considering that the teachers were beginning to investigate the unknown, there definitely was a degree of apprehension evident in the air and perhaps justifiably so. The teacher was being asked to surrender the security of the classroom for the unknown of the outdoors. If one takes into consideration the short attention span of the student body of Holy Cross, along with their definitive needs of structure, we perhaps can better understand the causality of this apprehension.

In order to quell this underlying fear and apprehension, Outdoor Education was developed through a three phase program under Title VI B of the federal grant. The first of these, "teacher training" proved to be a tremendous asset, for it replaced apprehension with understanding and direction. The second phase, "site utilization" brought forth and implemented various concepts and ideas using that which surrounds us, mainly anything and everything on our 1,000 acre campus. The third phase, "the summer program" was, in effect, the conceptual culmination of Phases I and 2, for it was here that the theories that had been worked over the previous months were implemented with a viable seven-week program.

The proceedings which follow will acquaint the reader with Holy Cross, its goals and objectives. It will also bring you into contact with the various degrees of successes and failures as evidenced by the faculty and staff. What these proceedings may fail to fully bring forth, however, are the moments of surprise, astonishment, tears and frustrations shared both by the students and teachers which made it all the more worthwhile.

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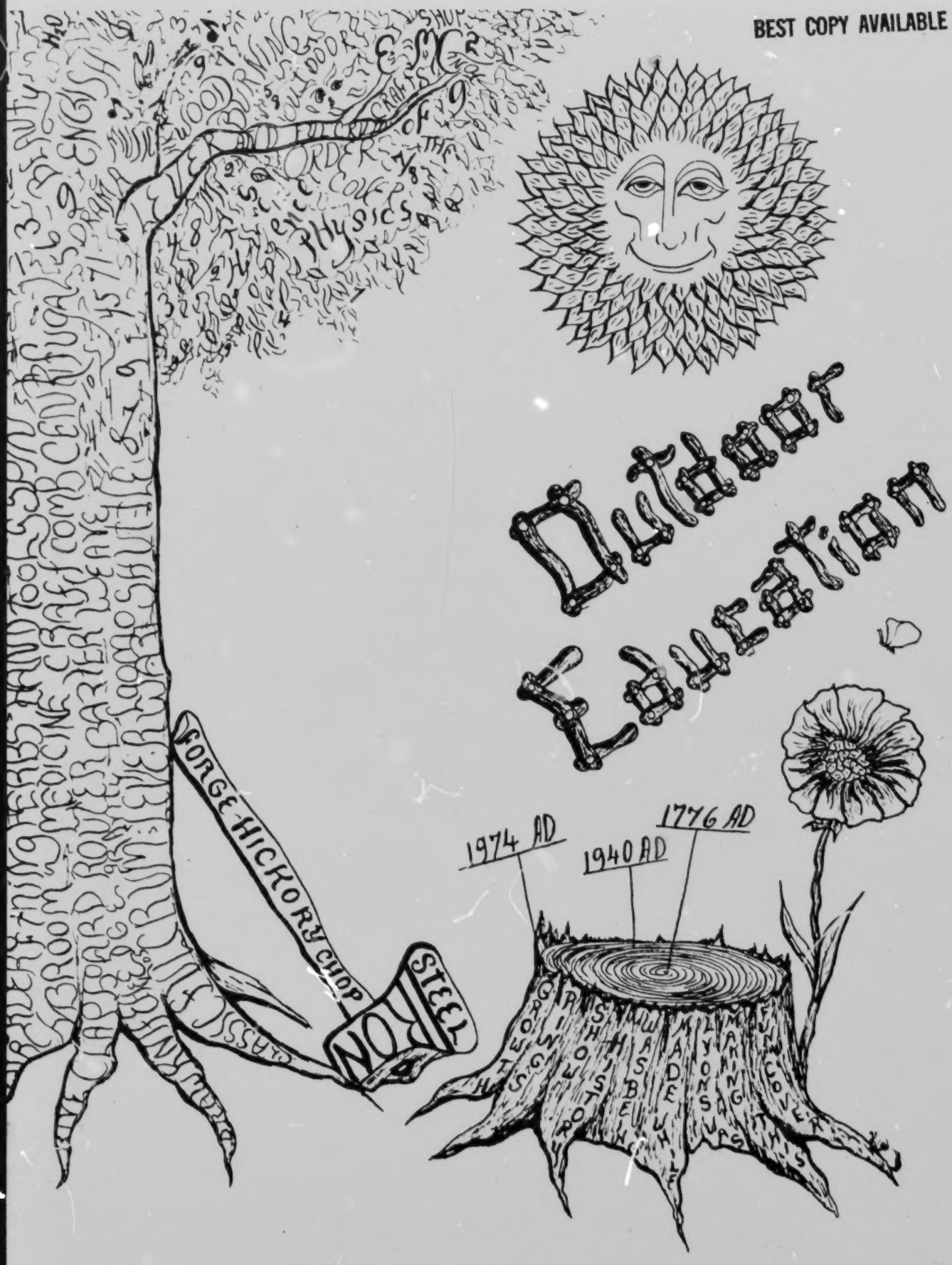

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Our thanks are given to the following educators who contributed to the following proceedings.

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1 Water Tower © 1910
2 Amend Hall - Boys Residence
3 Culkane Hall - Infirmary
4 Spellman Hall Girls Res. Cafeteria
5 Morton Hall - Administration - School
6 Chapel
7 Maintainance
8 O'Ryan Gymnasium
9 Outdoor Education Center
10 St. George
11 Tennis Courts
Outdoor Trail
Morton Road
Baseball Field
Lake Ellerslie
Mill Road
Penn Central Amtrack Hudson Line
Hudson River
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Description of Rhinecliff Union Free School: An Overview

In October 1971, Holy Cross Campus opened in Rhinecliff, New York, in response to what many people felt was an epidemic of teenage drug abuse in New York State, particularly in New York City.

Holy Cross Campus is a residential treatment facility for adolescents aged 13 to 17. It is located 90 miles north of New York City on the Hudson River. It is licensed by the New York State Department of Social Services and is part of Pius XII School, a child and family welfare agency owned by Catholic Charities of the Archdiocese of New York. Holy Cross services a non-sectarian and multi-cultural population of 85 boys and girls who have had great difficulty functioning in their communities due to repeated drug and alcohol use as a way of handling problems.

A unique feature of Holy Cross is that while residents interact with the broad range of clinical services available to help them deal with their problems, they are enrolled in a fully-accredited high school program working toward a high school diploma.

Rhinecliff Union Free School District or, more informally, Rhinecliff High School, is a New York State school district unto itself as voted by the New York State Legislature and exists to educate the youngsters living at Holy Cross. Many of these boys and girls have missed school, some having missed most of high school. Thirty out of the ninety Holy Cross staff members work for the school and 18 of these are full time teachers.

The school is structured and functions integrally withing the total resident program, which takes a basically behavioral approach to the students' problems. While behaviorally structured, the school atmosphere is highly innovative and is constantly evolving to meet the needs of a difficult student population. This willingness to experiment facilitated the implementation of the Outdoor Education project which was conducted from October 15, 1973 to August 15, 1974.

Students

All the young residents residing at Holy Cross attend school. When they arrive they are thoroughly tested to find out which of the programs available will best satisfy their educational needs. This is done without delay so that boys and girls begin classes within a day of their arrival.

At the time of this program, there were approximately 85 boys and girls residing at Holy Cross coming from a variety of cultural and socio-economic backgrounds. Their placement at Holy Cross can come from the courts, referral from another agency or institution, or volunteer placement. Presently there are slightly more boys than girls and the cultural breakdown is approximately evenly divided between Caucasian, Afro-American and Spanish-American descent. Seventy percent of the residents are from New York City, and thirty percent are from the counties of Dutchess, Putnam, Westchester, Ulster and Orange.

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The students represent a wide range of academic abilities, from those who perform on an elementary school level to those who achieve well above their grade level.

The average student, however, is usually two years behind in reading and math skills due to schooling missed. Rhinecliff High School does not have the capabilities to educate retarded children so that all of our youngsters have average or above average reasoning ability.

Faculty

The school staff is a rather small group of dedicated teachers who have diverse teaching backgrounds yet enjoy in common the challenge of attempting to turn on, educationally, residents who have not been turned on by many traditional aspects of their lives, least of all by school.

The Education Department of Holy Cross Campus works in close unity with the entire staff of the community. Faculty members of Rhinecliff School, however, find themselves singularly involved in an educational program of unique opportunities and difficulties.

Classes at the school are small and geared toward an intensified individualized learning experience. Deficiencies in related reading and mathematical skills are tackled on a priority basis. Social Studies and Science are given the next priority with elective courses following. Older students who lack sufficient credit are guided towards completely degree requirements through the Graduate Equivalency Program.

The faculty consists of some 23 teaching staff which offers a diversity of both teaching background and techniques. The blend that results obviously offers students an educational experience steeped both in tradition and innovation. The goals of Rhinecliff School best exemplify this philosophy. They are as follows:

1. To discover the individual needs of each child; attempt to adapt the educational program and methodology to meet those needs; and to recognize the essential identity of the need of the individual to the needs of our society.

2. To provide for students who require special programs and services because of handicaps related to a wide variety of factors -- physical, mental, emotional, social or economic.

3. To establish the variety of educational programs and services required to enable all students to benefit more fully from the instructional program and from the total school experience, and to maximize the probability that they will lead a productive and satisfying life.

4. Along with agency personnel, the school personnel staff has a deep concern with the school's efforts to:

   1) create an effective climate for learning
   2) integrate and utilize all available information on each child pertinent to the educational process

3) provide educational experiences appropriate to the unique characteristics of the individual pupil
4) help children develop appropriate aspirations and a positive self-concept
5) protect each child's individuality, his right of self-determination and his right to be respected
6) help each child achieve and to facilitate his optimal development

5. To prepare for college those students who are able and willing to go.

6. To provide basic skills for the non-college-prep students:

We have to remember that Holy Cross is where education ends for those students not going to college. A basic skill that our students must have when they leave here is the ability to read. We have to ask ourselves, "how can we more effectively prepare them for the job world?". BOCES and distributive education will help with some of the students. But, some are not eligible for these programs and are still in the non-college-prep category. For these students, an affective curriculum is necessary. The object of such a curriculum would be to teach the students to become learners and problem solvers, able to manipulate rather than be manipulated by their environment. These students' needs are also the reason we see a need for greater use of skilled people from the local area in our program. The school is the forum where this community involvement could be developed.

Something that we strongly feel is a need for us to communicate with other staff, particularly cottage staff, at the time of quarterly reports on individual students. Other staff need to hear what we are saying about students. They also have insights into how to deal with certain students that we may not be aware of.

To summarize, there are three categories of skills that we see ourselves as having to provide for students terminating their formal education at Holy Cross: practical job skills, general life skills, and psychological skills.

7. To give students a chance to succeed. Our students arrive here after having experienced a string of failures -- with parents, with peers, with school. Many have come to feel that failure is inevitable, that they cannot possibly do anything right or well. We want to show them that there is something they can do right, to give them a taste of success so that they can call their defeatist attitudes into question.

8. To teach the students to acquire minimal self-discipline:

Students can work better if the anticipated result is tangible. Such opportunities must be made more frequent, not only in the curriculum, but after school through clubs and informal activities.

Not only should we make the object of a student's work something he can hold on to, but we should make the steps to that end as clear as possible. The student who knows exactly what is expected of him in a class will acquire self-discipline more quickly than the student who does not. Contracts may help but should be used with flexibility.

Acquiring self-discipline is closely tied to delaying gratification. Students should learn to see that time investment is necessary for significant results.

One way to acquire self-discipline is to do homework. There are some questions as to whether it might be necessary to set up a study time or study room in the cottages at night, or could a room in the school (the library?) be used? Would musical interference be a problem? What would be the attitude of the counselors toward an expanded use of homework by the school?

One advantage in terms of self-discipline of doing homework regularly is that it might develop a sense of responsibility in the students toward the materials they use. Phase II projects and other projects can also contribute to student self-discipline.

A community council would be a great boost to self-discipline. If students saw that they had a say in the control of their lives, that a forum exists where they can express themselves on issues that affect community life, the effect would be a very positive one.

Any student wanting independent work should prove that he is already achieving some self-discipline.

9. To take care of the psychological needs of the students. Education is therapy. What the student's psychologist or psychiatrist or therapist is doing is not that different from what the student's teacher should be doing. A major difference is that the teacher sees the student more frequently than does his psychologist.

10. To teach the students how to use leisure time. Students need to see leisure time as an area where they are planning for themselves, where choices are abundant. Successful use of leisure time not only brightens the non-leisure part of their lives, but is also a good way to develop relationships with peers.

11. To give the students an eagerness to learn, a sense of curiosity. There is so much that students miss, not only in the classroom but in the world around them, if they choose to be bored. They stop growing; their options become increasingly limited.

12. To open up the world to the students. They need to see that there are alternative ways to life to their own.

13. To provide the students with the tools needed to open up their world. Telling students what a wonderful thing college is may be most destructive if we don't prepare them for aptitude and achievement tests that colleges require for admission.

14. To have the students see that the role of the school is to be student-oriented. Like the entire Holy Cross Program, the school isn't a series of hurdles or roadblocks. Our criterion for doing anything is not, what is it that we as teachers but rather, what is it that the students need? We are here to service the students; our personal happiness and professional achievement are important, but both hinge on and are secondary to what benefits our students.

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15. To teach the students to see things that others take for granted:

assume, for example, a student who can write does not worry about penmanship, so we have not been teaching penmanship. Other areas: how to take a test, how to order in a restaurant, proper manners in off-campus situations, how to order things, ways of getting from one place to another, work-related skills.

monthly meeting should be held where we could record what we have found that our students do not know. It may be that many of these things can be taught in the regular classes, within existing departments and classes, without a new separate course. Trips are also an excellent way not only to discover the things students do not know but to teach these things too. Also, since some of the things we take for granted have to do with cultural differences, staff members of ethnic backgrounds similar to those of the students would more readily know what these things are. Having more such staff members would be a valuable asset.

16. To prepare students to see people not as objects but as knowledge sources. Students who regard others as sexual objects or as objects of ridicule are probably experiencing serious difficulties in being attached to anyone for any length of time. An attitude that other people are all teachers will make our students more alert to the uniqueness of other people and make them more interesting people themselves.

17. To give students an opportunity to experiment and to experience failure. It is important to be unafraid to try something new. This requires considerable innovation on our part, and when there is failure, patience.

18. To teach reading.

19. To confront the students whenever they fail to do what is expected of them. Consistency is crucial. Students have to know what is expected of them. If their failure to achieve what was expected does not result in action on our part, can they believe that was what was really expected of them?

20. To teach the students to see school as a job. Being on time, attitude toward fellow workers and person directing work, ability to function despite what happens outside work time -- all these are skills directly transferrable from the classroom to a job.

21. To provide a framework where students can work together constructively.

22. To teach the students that they control what happens to them.

23. To give the students an opportunity to judge and evaluate.

24. To be consistent.

Curriculum

As previously mentioned, there is a wide variety of courses offered in school that reflect a careful blending of state requirements, students' needs and desires, and teachers' innovations. Elective courses include typing, music, woodshop, photography, automechanics, drama and journalism. Intensive work is being done, as previously mentioned, in remedial reading and math. Through the remedial program, students who need it are given the opportunity to make up for lost time in these areas by, in many cases, one-on-one tutorial work. Students who show an interest in industrial arts in the basic courses offered at Pinecliff High School, have the opportunity to enroll in the more advanced programs at Dutchess County's Board of Cooperative Educational Services to pursue these interests. Presently some of Holy Cross' students are doing this.

A student with above-average skills and who may be considering college, has a wide variety of courses available. For example, in the English department, the student can take Creative Writing, Advanced Literature, Mass Media, or receive credit in Journalism.

For students who come to Holy Cross at age 17 with little or no high school credit, the Graduate Equivalency Program is offered. A small junior high program is presently also being developed for 13 and 14-year-olds.

Facilities

The setting for Holy Cross Campus is expansive. Holy Cross Campus sits on a plot of land, some 1,000 acres, previously used by the Christian Brothers for Cardinal Farley Military Academy. The campus is due east of Rhinebeck, New York, a small community approximately forty miles from the state's capital at Albany. The physical plant itself could compare favorably to that of a small college. Athletic and recreational facilities include two gymnasiums, an indoor pool, a fully equipped recreation room with pool tables and ping pong, a weight room, a quarter-mile cinder track, a baseball field and tennis courts. There are also horse stables and a large lake that is used for canoeing, swimming, fishing and ice skating.

The main school building houses a modern auditorium that seats 400, a science lab, a combination woodshop and automechanics shop, a large photography lab, a journalism room with layout facilities, a typing room, a music room and an art room.

There are two residence halls and also a health facility in a third structure, All the buildings are situated within a short walking distance of each other.

THE THREE PHASES OF PROJECT DEVELOPMENT

The Outdoor Education project at Rhinecliff Union Free School District was broken down into three distinct phases for smooth implementation of the project. Conceptually, the first task of the project was to train and motivate teachers and secondly to afford the students new opportunities for learning by enrichment of the regular school curriculum with experiences outside the classroom. Phase I of our program, Teacher Training, was implemented to meet the first objective. Phases II and III, Site Utilization and The Summer Program, were implemented to meet the second objective.

Teacher Training

Twenty-one teachers participated in two graduate courses in Outdoor Education through the State University College at Plattsburgh. Dr. Ernest Coons, who is the coordinator of Outdoor Education at the State University College, was the director of the effort. Dr. Coons first met with teachers to explain what Outdoor Education was, and to demonstrate some of the things that have been done in past projects. Time was spent, and more specifically, spent with each teacher, discussing particular activities which might meet the curriculum needs of each separate academic area.

Professionally aware of the commitment they had made to "bring home" certain concepts to their students, the teachers initially were skeptical about Outdoor Education. The staff raised questions about our student population's need for structure and their short attention span which is enough to contend with within the four walls of the classroom. To answer the teachers' needs to gather thoughts together about how each would enrich his area with Outdoor Education, a workshop was held in January. This workshop was held by the teachers and for the teachers. It was a great success and it provided the teachers an opportunity to present ideas, coordinate them with the ideas of other teachers, plan for the remainder of the project, and to vent some of the feeling of doubt and excitement which they had about the project. The proceeding from that workshop can be found in the appendix of this proceeding.

Within a short time after the workshop teachers employed the ideas of Outdoor Education. Each teacher found in his own way and time what would work for him while instructing his particular group of students. One teacher skeptically said that there were two things that he had to overcome: the need to hang on to the classroom for security and the fear of saying, "I don't know".

Each time a teacher taught a lesson in or through the out-of-doors he filled out a Field Teaching Report (see appendix). These reports were used for several purposes. Immediate feedback was made available by these reports to a teacher who wanted to evaluate his lesson or to alter it for future use. The reports were also a good indication of how effectively the site was being utilized during that phase of the project.

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Site Utilization

To realize the importance of using the environment as a teaching aid, ask yourself this question as the teachers at Rhinocliff did. "If a teacher were in a classroom with a blackboard, chalk and audio-visual aids, would he use them?" If the answer is yes, then why are the audio-visual, tactical and olfactory aids which are just outside the window left untapped as resources to teaching?

The description of Holy Cross Campus states that there are 1000 acres of wooded land, fields, a lake and extensive recreational facilities. Other than their obvious need for their heavy use for day to day living, there is little use made of over 90% of the acreage. There is another reason for the less extensive use of this property. The unique needs of our resident population for structure and supervision demand that limits be imposed. These limits are exemplified by the phase level system at Holy Cross Campus and the token economy system.

The phase level system is an integral part of the treatment process at Holy Cross. It is an attempt to integrate the program's basic assumptions into a working model of behavioral change. Movement within the phase system is an indication of the progress or regression of the student. The obvious need for personal growth based on external and internal reinforcement, is a valued principle of the system. Input from all staff at Holy Cross is necessary for valid evaluations.

Orientation is the introductory phase level for incoming residents. The new resident is given the opportunity to demonstrate his ability to handle basic tasks (such as daily room and personal care, perfunctory school performance, and engagement in daily recreational activities). Students on this orientation level are evaluated every week by a team comprised of the teaching, social service and cottage staff. As one proceeds through orientation, personal privileges also increase. Holding an on-campus job is an example of these privileges.

After the four steps of orientation, residents reach phase one. Phase one residents are expected to have acquired basic behavioral patterns. Consequently the more intensive rehabilitation process is begun within the resident. This process includes individual and group therapy. In phase one, the resident is evaluated every two weeks, and movement upward depends upon his abilities and efforts. Goals are defined and given to each individual and evaluated by the treatment team.

The treatment team consists of child care, clinical, social, educational and psychiatric representatives who attempt to focus on the overall development of the resident. Residents spend a minimum of twelve weeks on phase one and receive additional privileges in line with increased responsibilities.

The phase two residents are expected to be aware of the significant problems which brought them to Holy Cross and actively seek a resolution to such problems. Realistic future goals should also be considered. Increased privileges, such as the ability to carry cash and more liberal unsupervised local visits, are allowed. A minimum of 18 weeks are spent on these two levels.

Phase three residents are expected to handle on and off-campus responsibilities. An off-campus job usually is part of this responsibility. Discharge planning is completed as well as the termination of the point system. Within the total aspects of this program, the students have the right of appeal in evaluation decisions.

The token economy system at Holy Cross is based on the principles of immediate reinforcement for steps taken toward appropriate behavior. It is designed to further enhance such behavior through the phase level system. Points, currency printed and available for campus use only, can be earned in the cottage, at school, or at recreational facilities. Jobs or, in some cases, specific behavioral problems, are also rewarded through points.

Basics such as waking up on time, going to classes, and cleaning rooms, are stressed in orientation and phase one. Phase two points depend increasingly on the quality of performance. The system is dropped completely by phase three when appropriate behavior should be internalized.

The emphasis on the system is totally positive reinforcement to teach desired behavior as alternatives to drug usage and negative behavior.

It is a moot issue to discuss further measures within the token economy system other than to say that this system was made applicable to the summer Outdoor Education program at Rhinecliff School. Positive reinforcement, based on school and summer program objectives was attempted through the token economy system. Students are paid for attendance and participation based on behavioral modification principles. Discussion of the success of this infusion will take place in the later section on Outdoor Education.

The greatest task was to relate the project itself to Rhinecliff's specific objective needs. This was accomplished through the documenting of the purported use of the Outdoor Education program at Rhinecliff Union Free School. What follows is the resulting document.

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OUTDOOR EDUCATION PROGRAM FOR RHINECLIFF UNION FREE SCHOOL DISTRICT

SECTION A - RELATION OF PROPOSED PROJECT TO APPLICANT'S SPECIAL EDUCATION PROGRAM, PART II

1. Gaps or Weaknesses

There are many children required to live in residential centers in this country. The reasons for this required residency are many, some of which are, home situations that are inadequate, behavioral problems, physical or biological problems, and drug treatment. The problem of learning effectively in a resident center is compounded by the children's problems which required the incarceration, the sameness of the day to day living in a limited environment, and the requirement of learning throughout the entire year.

2. Elimination of Gaps and Weaknesses

The objective of this proposal is to develop a pilot study project which will directly alter the present learning patterns of children required to be in residence in a drug treatment center. The major means to accomplish the project objective will be to use the school site and surrounding natural resources for individualized and group instruction. The outdoor education method and skills in teaching in and from the outdoors will be presented to all resident teachers who will directly involve the resident students in learning this way. As a direct part of this method of curriculum enrichment, the extensive school site boarding the Hudson River will be further developed by students for more effective learning areas. Ecological sites identified, nature trails developed, areas cleared for group study, are examples of this element of the project. The summer program will offer a changing pattern of learning based on interest groups leaving the campus in small classes to study general communities, state areas of interest, Hudson River, students' home communities and to learn self-esteem by required group cooperation in pre-determined informal settings.

It is the basic objective of this project to provide more effective patterns of learning that will naturally meet the individualized academic needs of the children and will, trhough the uniqueness of the outdoor education method, provide the necessary element of change by concentrating on more defined limited environmental areas.

3. Coordination

The coordination of this project, as it is part of the "normal" learning pattern of students at the Holy Cross Campus at Rhinecliff, New York, will be with existing cooperative relationships. This campus is part of the Pius XII School, member of the New York Catholic Charities and licensed by the New York State Department of Social Services. Programs are coordinated with the Dutchess Community College, and the Dutchess County Board of Cooperative Educational Services. Other required services and coordination will be with the State University College at Plattsburgh.

4. Dissemination

One of the major objectives of this proposal is to share any information developed that will offer greater learning effectiveness for children in resident centers. Although this project is proposed for a selected population in a residential drug rehabilitation center, many elements and findings will be able to generalize to other resident settings. A complete proceedings will be developed by the project director and two hundred and fifty copies will be available for selected distribution. It is also the objective of this proposal to share with all interested parties the results of this study through related conferences, professional publications, and general news releases.

SECTION B - DESCRIPTION OF PROJECT OBJECTIVES, ACTIVITIES & EVALUATION

1. Statement of Each Major Project Objective

Major Objective

The major objective of this project is to develop and offer to resident students a program that will provide greater academic growth and a more positive self-concept. A further extension of the objectives of this proposal is to develop a pilot program that will be more effective for children required to live and learn in a resident center.

Specific Objectives

That the target population will achieve greater academic growth than would normally be expected when tested on a pre-test/post-test basis using the WRAT achievement test.

That the target population will achieve a more positive self-concept and will demonstrate a reduction in antisocial tendencies and non-productive behavioral patterns than would normally be expected when tested on a pre-test/post-test basis using the AQE I self-concept test.

That a program was developed by this study offering unique means to meet the objectives of the resident center and needs of the students which was different than past practices when compared to past projects by written analysis of all participating resident teachers.

2. Designation of Pupils to Whom the Objective is Applicable

The basic program of the Holy Cross Campus is for aiding adolescents who have had difficult personal problems culminating in the use of heavy drugs. The students have been required to be in residence for a minimum of eighteen months and are normally detoxified before admission. All ninety resident students of this center will participate in all elements of the proposed project.

3. Description of Activities

A member of the present residential staff has been selected to serve as the project director. This professional teacher possesses basic necessary skills and background in outdoor education, has extensive experience in meeting the academic needs of the participating students and has developed effective patterns of functioning with the other teachers, counseling staff, and school administrators.

These three elements are essential to the success of this proposal which requires the changing of present teacher-learning patterns.

The first part of the proposal provides required reorientation experiences for all teachers to acquire the skills and knowledge necessary for effective Outdoor Education teaching. This phase of the program will require extensive inputs from the program consultant, Dr. Ernest Coons from the State University College at Plattsburgh, New York. This required teacher training will provide a graduate course situation for all the resident teachers and an added emphasis and dimension to the project. Resources will be provided and developed, curriculum teaching guides will be offered, the purchase of necessary field learning equipment and the actual teaching of teachers reinforced by direct involvement with the students in the main thrust of this phase of the project under the leadership of Dr. Coons.

Secondly, after all participating teachers are skilled in teaching in and from the outdoors and basic necessary field teaching equipment obtained, the extensive school site will be studied and developed as a learning resource for all areas of the curriculum. This is to be accomplished with classes and with interest groups requiring a series of experiences mandating pupil-teacher involvement in academic activities.

The summer program represents the culmination of the academic year's growth and work. Eight teachers will be selected with the project director to develop with students, in-depth small group learning experiences which will take them off the campus and require group cooperation for the success of the experience. The tremendous resources of the Hudson River will be studied in detail, trips will be taken to nearby and distant communities and settings, and students will have the means and skills from the past learning experiences and planning to conduct high adventure group learning trips. All ninety participating students will be directly involved in one or more of these summer experiences which reinforce and crystalize individual value and academic skills.

4. Criteria For Evaluation

The evaluation design reflects the leadership of an outside evaluator, Dr. Joseph Holliwell, St. John's University, Jamaica, New York. Dr. Holliwell was directly involved with a project with similar evaluation design (Kingston-Buffalo Title VIB Project, 1972-73) which employed the same testing instrumentation. The use of the same evaluation design and expertise in the evaluation of this project provides added dimensions to this project and may result in greater research strength.

There will be a pre-test during the first fourteen days of the project whereby all ninety students will be administered the pre-test WRAT and AQEI tests. The same tests will be administered for the post-test during the last two weeks of the project.

5. Justification

It is vital to the success of this program that two types of equipment be obtained. First, basic field teaching equipment is needed to directly involve children in the Outdoor Education method. This equipment is needed to collect, record, analyze and identify the real world consistent with the objectives of this proposal. Specific

equipment cannot in total be known at this time as the uniqueness of the childrens' needs and strengths of the teachers is not known. A general list based on past practices and experience is reflected in the budget which provides the reader with an idea of the type of materials needed for this area.

It is also necessary that the students have the means to leave the resident campus in a controlled way for the study of other environmental areas and for group involvement in a natural, more indigenous setting. Reflected in the proposal is the rental of a tent trailer, rental of two large flat type boats (motor), rental of horses, and general transportation to accomplish this area necessary to the success of the project objectives.

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There follows after this listing of the relational goals an example, or several examples actually, of what the teaching staff at Rhinecliff Union Free School did to implement this program.

The ecology of the Hudson River was experienced by the summer science classes. The students took water samples of the Hudson and tested them for trace pollutants and then speculated as to their source. They also researched the life and sometimes death of the Hudson over its recent history and speculated as to its future.

Drama and language skills were also extensively explored. The drama classes wrote a play utilizing out-of-door settings and videotaped the same for critical appraisal. Several of the students with learning disabilities found it much more to their liking learning basic vocabulary skills out of doors. History classes explored the dimensions of local history through visits to graveyards, interviews with "old-timers" and research at the library in Rhinecliff.

Photography provided a visual record of the student proceedings. Students were everywhere there was a project started, taking pictures, questioning and offering whatever assistance possible.

Perhaps the largest cooperative ventures were the construction of an ecology trail for community school use and of a log cabin for reinforcement of historical perspective. This was perhaps the ultimate test of student cooperation and interest in Outdoor Education in general. It was to the credit of the program that the students and teachers carried off the project to a successful conclusion. It was at this point in the program (June 1974) that the more cautious limited successes were strengthened by the overall good feelings that came out of this venture. It was perhaps with extended confidence that teachers and students alike looked forward to a summer program of similar successes. The outdoor skills which the students had acquired in this part were further enhanced by other such activities: the rental of boats and the successful instruction as to their proper use; the clearing of a local Cedar Stand to observe over the course of time the development of the stand; construction of a weather station and observation of the same over a period of time; the collection of local wildflowers, rocks and minerals, the identification of trees and birds all were actively explored and utilized in some positive way in many classes. The testing of local soil over a widespread area to ascertain its most desirable use was also undertaken. The written word of the outdoors was also implemented as students creatively attempted to write down what they had felt and experienced:

I was born a thousand years ago
and was reborn yesterday
I live and die each and every year
but in time I live in fear

Fear of the humans who pick on me
and of nature who can't do a thing
I hate the evil of winter and fall
'cause I'm possessed to die and crawl

To be crumbled tossed and crushed on,
For nature to decay my soul
To never live the First life I've lived
To be drawn to my deathly crib.

There were many such more emotive feelings felt although not expressed as was the preceeding poem. The concept which we attempted to extrapolate from the students from on-site utilization was perhaps not the same concept which the students saw. It might be said that it was like two worlds looking at the same perceptions but interpreting them in different ways. But the evaluations of success must be totally examined not in the light of administrative dictates but in the minds of the students themselves. Leave it be said in conclusion that the above statements of site development are only partially reflective of the work accomplished by the staff and students. Perhaps consciously it is only a justification based on the proposal, but it is not meant to be just that.

Summer Implementation

The summer program phase was the active utilization of the conceptual theories which had been worked out over the previous months. The feelings of weakness centered on the necessary motivation which was felt necessary to make the program successful. What was feared never actually materialized. There were isolated cases of rejection; however this was totally outweighed by the positive response of the campus community to what was presented them.

A seven week modular program was set up with students spending one week in several disciplines. One week classes included English, history, science, art, horsemanship, camping, advanced math, advanced communication and library skills, music, shop, photography, remedial math and reading, advanced shop and advanced photography. Some students were put into the remedial programs for more than one week duration based on their needs. An example schedule is available in the appendix under The Implementation Procedure of the Outdoor Education Program.

In English, students spent a great deal of time using and learning vocabulary in the out of doors, reading science fiction and star-gazing at night with a telescope. Resultingly they put together very creative works. The course was fully designed to put one in touch with the philosophy of nature. The social studies program for the summer had as its intention the study of colonial history. It included the study of colonial life -- the life of the colonist at home, at work and in society. The campus was used very ably for this program. One of the projects previously mentioned was the building of a log cabin using the same techniques derived from colonial times. The students became aware of their colonial heritage through actual field work and visited a utopian, self-sufficient community called Shaker Village in Massachusetts. In science students studied all aspects of the Hudson River. Maps were garnered, natural facts were learned and pollution studied. Students talked about the part of the river's importance in the development of the Hudson area. They also studied its impact on the future of New York State. In art, the students were in direct communication with nature. They learned that a new kind of thought was developing. Rather than try to copy the old ways, people in art have found new ways to use bits and pieces of natural objects to create an art form. Native and folk art have been doing this for centuries. The important quality which they learned as artists was their capability of seeing. This, students learned, was more difficult than it sounds. In order to draw a flower, for instance, the student had to be able to see the natural flow from stem to leaf to bud. Nature's wonders are always made with a natural flow of this form and color. This delicacy was eventually sustained. In horsemanship students learned the ancient art of the caring and feeding of horses. They also learned about their habits. Trail riding throughout

the one thousand acres was also experienced. Trips were also made off-campus to a local game preserve. In camping, students departed on Monday for North Lake, an area some one hour's drive from the campus. There were plenty of things to learn and to do. Most students came back excited and thrilled with the experience of camping in the outdoors. The students in advanced math were given techniques to enable them to use basic math skills in problem solving techniques. Students used this knowledge in shopping for food, simulating auto purchases, map reading, income tax preparation and other tasks. In music, advanced students worked on learning songs dealing with the outdoors. Beginners learned to play at least one song and to play basic chords on the guitar. Classes were held in the out of doors to better understand the things that cause songs to be written. In shop class students learned to use the natural raw materials of nature to build interesting wooden projects. Most of the work obviously was done in the outdoors in the attainment of the supplies. Students found this program both invigorating and self-fulfilling. In photography students learned to express nature in the form of a photographic print. Time was extensively spent in the out of doors including off-campus photo trips in which students learned to further appreciate and capture the nature of artistic talents in the out of doors.

In hindsight, the program was found to work out well as each student had an ample amount of time to complete whatever project that caught his attention. The willingness of teachers to implement such an open work program is perhaps partial to one's own ability to be naturally openminded to change and correction. The fundamental formality of the educational structure might generally be said to be bypassed in favor of a more unique learning experience. Students, when asked to comment on the effectiveness of the summer program, commented on the fact that each was now learning as it should be done -- from nature, firsthand. Such wisdom from a thirteen-year-old student cannot go unnoticed. The trips, the teaching of ecology, music, horsemanship and art, the creation of an experience through photography and literature, the ability to manipulate but not destroy the environment through the study of industrial arts, all these and more added to make the summer program an experience in living itself. As firmly as one can, one can state that the experiences were not singularly student in nature, but rather a union of student-teacher impressions and accomplishments. Reference can be made to Appendix C to fully ascertain the weighted value of the summer program.

IDEAS IN OUTDOOR EDUCATION

This section deals with all the favorable reactions teachers experienced in Outdoor Education. The following compilations are based on extensive teacher field reports and represent only a limited cross-section of the reports. The concepts presented in each academic section are interdepartmental in approach and can be used in a combination of learning experiences. However, some topics presented are strictly aimed at discipline. There are also references to historical museums and scientific sites which were used in some cases to strengthen concept presentation. It would be well to explore local sources in similar matters. The experiences of the Rhinecliff faculty totally justify the use, wherever possible, of such resources as a tremendous learning aid. The most positive comments on Outdoor Education centered from just such student interest.

English and its related arts

1) The direction of nature awareness in literature: observations and readings in nature, e.g. Walt Whitman.

2) Cemetery Site Observations: effectual change in style and mood in writing.

3) Representation and use of the outdoors in dramatic presentations: e.g. "The Effect of Gamma Rays on Man in the Moon Marigolds" was effectively handled in such a manner.

4) Sensory awareness was communicated by students closing their eyes and hand-in-hand walking in a line. This method was a great way to make students aware of the use of the senses in literary undertakings.

5) Examination and readings of Haiku poetry in the out-of-doors.

6) Mood creation: students assumed characteristics based on the natural surroundings observed. This is a capable method of introducing dramatic concepts.

7) The taping of natural sound effects can be used positively in the writing of poetry and compositions in the classroom setting.

8) One of the more rythmic assignments is to have students tape the sounds of birds and other animals and insects, and then create an integrated composition which can be used in a variety of literary and musical arrangements.

9) Students were assigned the task of compiling a nature scrapbook which could later be used for a variety of learning experiences. Students collected a variety of plants which visually pleased them. These resources were used in science for plant identification, in English for poetical construction and in art for natural collages.

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10) On a more basic plane, the tools of basic English were handled nicely in an outdoor setting. For example, disadvantaged learners can comprehend rudimentary parts of speech by observing the scene around them. Then the instructor can ask for expression based on parts of speech, e.g. give me an adjective describing what you see.

Photography and Mass Media

1) Interviewing techniques - use of vocal and expressionistic skills in city and country settings.

2) Writing and dramatization of commercials in the out-of-doors.

3) Teaching reporting skills: the embellishment of vocal skills in natural settings.

4) Photographic essays: picture taking and compilation to express an idea or emotion.

5) The photographing of inanimate natural beauty as an expression of self.

6) The effects of natural light on photographic displays.

7) The expression of motion in a non-moving object.

Artistic Endeavors

1) Display and Preservation of Plants - simply press between two sheets of waxed paper.

2) Leaf Prints - use commercial printers ink to present visually pleasing prints.

3) Use various sized stones to make paperweights. Enameled and artistically decorated, they make great gifts. They also can be combined in various ways to make paperweight animals.

4) Naturally weathered discarded planking can be effectually painted on and can create a natural mood.

5) Pine cones and other fruits can be adopted for a variety of purposes -- birds were made out of some, chipmunks out of others.

6) Nature collages are both inexpensive and perhaps the most widely used artistic approach.

7) Wood burning can be effectively used on a variety of wood and composite surfaces.

8) If it pleases, one can summarize artistic innovations by stating that nature itself is a storehouse of information. The trend on art is basically natural in approach and imagination is its best ally.

Industrial Arts

Two major projects were undertaken in shop: one was building a bridge through a natural swamp for inclusion in an ecology trail; the second was the construction of a log cabin using colonial logging methods.

1) Students assigned the bridging of a swamp were presented the challenge of planning and then laying out a walkway, using logs and discarded 2x4's a plank bridge was constructed through the swamp and became part of our ecology trail. Visually it blends in well with the natural surroundings.

2) Students also undertook the construction of a log cabin. A site plan was undertaken, area cleared and logs cut and etched for fitting together. The work was hard and lengthy. There was a very industrious card core group that led to a successful project.

3) Students also constructed various shop projects using cut logs, e.g. lamps, tables, chairs.

4) A lumber mill was visited to show students the process of making finished lumber products.

5) Olana, the home of artist Fredrick Church, was visited to acquaint the students with the use of varied products in architectural design.

Social Studies and Related Fields

1) Students marked out a plot of land to reconstruct the principles of land ownership through the ages. Changes were seen from early to medieval to modern concepts.

2) Food budgets were prepared to point out to students the impact of economic changes in our society.

3) An Aerodrome was visited in Rhinebeck, New York which featured World War I vintage planes. Students were able to learn firsthand about military tactics and the science of warfare.

4) A "Budget Payment Corporation" was visited to understand some of the processes behind loans and loan payments.

5) The wealth of the 18th Century was portrayed in a visit to the former residence of Ogden Mills. Students studied the varied cultural, economic and political traditions associated with the class structure of the time.

6) Shaker Village, Hancock, Massachusetts, was the setting for a study in religious and cultural traditions of the Shakers, a Quaker sect living in the vicinity from 1780 to 1910. An excellent experience in community living was had by all.

7) The Military Museum at West Point was visited. Students gathered a plethora of information on military arms and tactics surrounding the wars of American involvement.

8) One of the more interesting projects undertaken was the construction of colonial tools and their use. Plans were taken from local historical sources, iron was forged and handles carved. Students then used these instruments to reconstruct colonial experiences.

9) An excellent resource is available in the Museum of Natural History in Albany. A teacher dealing with Minority Studies used the extensive exhibit on Indian Customs and Cultures to further strengthen a lesson studied on the subject.

10) Old Stone Houses of Huguenot Origins were visited in New Paltz. The houses are of 18th Century origin and afford tremendous insight into architectural design and structure.

There might be an addendum made to the above situations by stating that the reports from the Social Studies Department dealt heavily with the aspects of historical human interaction past and present and the impact of these experiences. It would be well to consider this of historical importance.

Business Education

The limits of Outdoor Education were tested by attempts to incorporate its ideals in this professional field. The most important limitation that should be of necessity placed on the use of the outdoors, is that it be judiciously handled. Of obvious fact, a limitation of its use must be placed where of necessity it cannot be used. Business education is affected by these limitations.

1) A merchandizing survey was completed in the Rhinebeck community to ascertain the needs of the people as far as consumer products were needed.

2) Questionnaires were constructed dealing with the apparel preferences of males and females to get an informational look at trends in the fashion industry.

3) Floor plans were laid out for various type consumer stores based on visits to a variety of shops. Attention was paid to the particular needs of each type of business.

4) Students also visited a store slated for opening. They discovered the intracacies of operation, funding and management.

5) Students evaluated prices according to economic boundaries and discovered a built-in discrimination based on economic wealth.

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Skill Management

This particular section deals with ideas gathered while teaching emotionally handicapped students. This listing is perhaps most beneficial because it includes ideas in Math and Reading that worked with sometimes unmanageable students.

1) Students were taken to local food markets. The resource uses here for reading and math are as numerable as is your imagination. Reading lavels is a type of "survival education" that is important to these youngsters. Basic math tasks can also be easily taught.

2) Map drawing can be a very manageable and interesting project. There are hundreds of types of map skills readily applicable to these youth. Want to teach length, width and depth? Use contour landforms to do it. The most important angle is that the students enjoy it.

3) Estimation and then discovery on math and even vocabulary skills works well. For example, have students estimate the distance of a geographical point from them and then let them elucidate on methods of accuracy.

4) Practical cost analysis of various items can be a beneficial method of experiencing skills. One group of students worked on a room remodeling project which involved students in several learning experiences.

5) Stencil letterheads were used to make various signs designated for use in various sites of the campus. Vocabulary skills improved noticeably over the three week span of this project.

6) Skits were acted out by students. Words learned in the previous day's class must be used in the skit, marks being given on how well students were able to accomplish this task.

7) Students made large letter cards. They then lined up and were given one card each. They then had to form a word or group of words depending on class size.

8) A game show format was used in a lesson on homonyms. The "master of ceremonies" gave each contestant a turn to match homonyms "a la" Concentration, the TV game show. Additional points were given for their use in a sentence.

9) To teach "tion" endings, a weather forecast program was created. Words such as motion, aviation, precipitation, direction, among others, were creatively taught.

10) Students were taken to Western Printing Publishment Company where they learned the process of setting type and the necessity of math and English skills.

Math Skills

Some of the ideas used have already been listed in the previous section. More are listed below.

1) A trundle wheel can be used in a large or small area to measure diameter, perimeter, area and distance. Its uses are excellent as well as its practicality for Outdoor Education.

2) Students, using their math skills, undertook the necessary planning for laying a floor in a building. This was excellent applicability and taught students the practicality of math in daily life experiences and occupations.

3) Distance and map skills were taught by asking students to plot the quickest and easiest course to certain points. In some cases, local maps and county maps were used.

4) Hopscotch courses were chalked out and then painted, using a scaled sketch for reference.

5) Students constructed and chalked out dimensions for a baseball diamond. Similar techniques can be used with other sporting fields such as track, field hockey, basketball, etc.

6) Students made up their own unit of measurement, compared it to present ones in use, and prophesized as to its successes in widespread use.

7) Students, using paper-scaled compasses and protractors as models, constructed oversized ones for use in the out-of-doors.

Physical Education

There is nothing as out-of-doors as physical education. It seems, however, that repetitive as these ideas are, they are refreshing and unique to students from the mid-city districts.

1) The proper use of lifejackets was taught for boating safety.

2) Students made their own fishing poles from trees and learned the art of fishing.

3) Students were taught to work in teams by the simple act of learning to paddle a canoe.

4) Students were lectured on how to select and use boats and oars and the best methods to keep them stable.

5) Students were also taught the basic skills of tennis and learned a great deal about sportsmanship.

6) Students also studied lake life to appreciate the physical necessity of such life.

The Natural Sciences

The major tenets of the science program centered on an integrated approach to learning with project structure and completion stressed.

1) The major project dealt with the planning, construction and operation of an Ecology Trail. This project was planned by an environmental pollution class in consultation with the Carey Arboretum of Millbrook, New York. The school population of some 75 students then participated in a concentrated two day effort to clear the proposed trail. It was a tremendous experience for both teachers and students. Summer classes followed up this work by erecting previously designed markers for tree and mineral identification.

2) The environmental pollution class also participated in the renovation of an early 20th Century root cellar to make it habitable for Outdoor Education classes and as a center for the Ecology Trail. Four hard months were spent painting walls and putting in a floor, door and windows. The results were, to say the least, very gratifying.

3) A jumper patch was cleared near the campus to show the process of succession in an area.

4) Junior High classes, using weather devices, took constant voluminous readings to find trends in conditions over a span of time.

5) Students also worked on clearing out an unused greenhouse for the germination of seedlings for eventual use in the out-of-doors.

6) Various spring and summer wildflowers were collected, pressed and catalogued to identify local wildflowers and compare their numbers with other areas.

7) Natural habitats large and small can be studied in a broad encompassing spectrum to understand the impact of environment on life itself.

8) Students also collected dwarf plants and terrariums were constructed to show the concept of balance in nature.

9) Students also collected rocks from the local area to study local composition. Soil samples were also taken and evaluated according to usage.

10) Change was the theme of one project. Students observed the subtle changes in plant life over a span of four weeks. Climatic conditions were used as a basic criteria for change.

11) Students also examined water pollution by comparing samples from the Hudson River at varying points. A historical analysis was also given to point out the reason for differences in analysis.

12) Students also discovered the toxic effects of plastics on air pollution. Air samples were analyzed. Different types of plastics were incinerated and the air resulting from the burning of these substances was tested for toxicity.

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SUCCESSES AND FAILURES

The material in this chapter can pretend to be no more than a categorical analysis of the immediate, short-range successes and failures of the Outdoor Education program as evinced by the faculty and staff of Rhinecliff Union Free School. For this analysis to assume further pretensions would indeed incur a misrepresentation of the facts. The effort placed into this brief self-evaluation centers around three primary areas: Motivation, Social Adaptation and Academic Achievement. It is within these areas that the greatest degree of change had been noted by our faculty and staff.

Motivation

Outdoor Education was found to alter the motivational pattern of the classroom in a number of ways. Though the entire student body appeared lightly motivated with the inception of this program, as a medium of change to their daily structure, a distinct motivational pattern developed with the passage of time.

A. Students who were totally adapted to the typical classroom structure and performed reasonably to extremely well within it, often found themselves lost and sometimes frustrated by this change in structure. In many instances it was found to be terribly assumptive toward the former classroom achiever in the Outdoor situation, causing perhaps further frustration on his part. To further add insult to injury, there was a tendency to rely heavily upon the classroom achiever in the implementation of this program.

B. On the other hand, students who were poorly motivated by the classroom structure and performed on a marginal or below basis, seemed to rise to astounding heights with the inception of Outdoor Education. Though study skills and reading abilities were not greatly changed, there was a tremendous attitudinal transition toward the learning experience. In many instances students actually found themselves learning outside of the classroom situation, but being such they failed to recognize this as a true learning experience or even as a part of school.

Whether this strong motivation response is the result of Outdoor Education or merely the resultant factor of change is a question of greater depth and for future analysis. At this point we can merely verify that the classroom underachiever can perform outside of the classroom.

Social Adaptation

To a certain degree Outdoor Education threatened the "pecking order", so to speak, of the student population. Since a large segment of our student body emanates from the urban ghetto areas, their basic life style and abilities are structured around such an environmental adaptation. In essence, a student who may not think twice of walking the streets of New York City at 4 a.m. and thrives on confrontation, may find himself terrified at the sight of fireflies or the sound of crickets on a dark and gloomy night. This, of course, has a detrimental effect on his position within his peer group.

On the other hand, students emanating from a rural environmental background (which makes up a smaller segment of our student body) had their moment in the sun. In many instances they enjoyed "showing off" some of their inherent knowledge of country life to their city cousins.

The culmination of this entire social adaptation resulted in a greater rapport between students of differing environmental backgrounds. Indirectly it made the students question their own position within the student body and in some instances attempts were made to change it.

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STUDENT - TEACHER EVALUATION

Student Questions

1. You have been in a type of Outdoor Education program for about eight months. What is your overall opinion of the program?

2. If you had a choice which would you rather do -- have Outdoor Education, full classes, or a combination? Why?

3. What are some of the exciting things done? Boring things done?

4. Can you really say that these experiences either helped or changed your ideas about school?

5. Would you want to change or add anything?

Teacher Questions

1. How would you evaluate this success of our program based on the ideologies we set up and the results obtained from the summer session?

2. Can funding in the future to other such projects be beneficial in adding to the experiences at Holy Cross?

3. What are the successes of the program? The failures?

4. Can you say students benefitted from the program?

5. Any continuation of the program projected for September?

Listed at the beginning of this section are five student and five teacher oriented questions queried of twenty students and five teachers. Originally we had expected that because of a general resistance to this type of questioning, a generally negative response to the program as it was winding to an end would probably result. From what experiences we had in similar matters, responses have been generally damaging to anything done on the campus. Residents seem to enjoy putting cracks in whatever part of the structure into which they have an input. However, for whatever internal motivations possessed them, 80% of the students queried on question #1 approved of what was done in the program. Interestingly, residents who had not been in the program for more than four weeks were the most enthusiastic supporters of the program. The other respondees were visibly and verbally less enthusiastic although as positive. We might assume that a levelling off process occurs somewhere within the stated period of the program and for some a gradual decline in response. However, a general conclusion can be drawn that the most emotive responses seem to have occurred within the first month of student residency. This positive response might also be the result of a growing awareness that education can be enjoyable given the correct stimulus and environment.

The attitude toward full Outdoor Education as opposed to classroom technique was limitedly successful. Only 25% of the students opted for complete Outdoor Education. 10% chose indoor classroom techniques while the remaining 65% agreed that a combination of both would be the most successful approach. Boredom was the reason cited for this approach. One might feel confident in this reasoning because most of our educational thrust remains integrational in approach. Students evidently feel more confident and assured within the structure of a normal routine and yet desire the freedom and innovation attained in an outdoor setting.

In response to question #3, there were several subjective examples given of activities that the students enjoyed doing. Building the log cabin and creating art forms out of rocks were two items that seemed to evoke the most favorable responses. It was rather amazing that 35%, when asked to respond to negative aspects of the program, stated that nothing was boring when used in the peoper frame of reference. This is an amazing comment from students who for lengthy periods of time were "down" on education. A good deal of the negative responses toward the program dealt with the natural forces over which human beings have no control: it's hot, too many bugs, fear of snakes, etc. The most vociferous negative responses were directed at the need for hard work in building the log cabin (cutting down trees) and in blazing the ecology trail. It is obvious that the formula for Outdoor Education cannot include hard work and bugs according to these students! Most agreed, in response to question #4, that Outdoor Education had aided in significantly changing their ideas about school. Some 85% said that the summer program had given them a new insight into what education could be. Most agreed that without this limited opportunity to observe and examine the out-of-doors, there would have been little

incentive to continue education in the future. Again the most constructive comments as to the efficacy of the program came from the newer residents in the program. It would be well to explore in the future, an analysis of the effects of the Outdoor Education program done over shorter lengths of time to discover the subtle changes that occur over the longer lengths of time.

To the final question, the majority of the students (95%) wanted to see some type of continuance of the Outdoor Education program in September. A good deal mentioned class oriented trips as adding to a core curriculum. They also agreed that irrelevant trips should not be undertaken just for the sake of taking a trip because this would weaken the purpose of these excursions. The most understanding rational comment that was made was that, where possible, Outdoor Education should be used to enrich the certain core discipline involved. This we support wholeheartedly. It is our contention that the validity of Outdoor Education will be strengthened by the application of this principle.

The teacher responses to the questions listed were generally more guarded and less enthusiastic in tone. All respondees generally conceded limited success based on what we had initially agreed on in the first workshop (see appendix "Proceedings from Teacher Workshop"). However there was a general feeling of work undone pervading the comments by these invoked. Perhaps this was directly attributable to the feeling that more could have been accomplished under more definitive guidelines. But all of this is hindsight. As far as comparing the constructs with the results, we most definitely accomplished our goals. We did utilize our resources to whatever extent possible and did stimulate a positive response from most of the community. It is perhaps our willingness to explore fully all avenues of educational awareness that left the staff with the feeling that we had only scratched the surface. It is with this wish that this program will reach fulfillment some time in the future.

It is in line with the above feeling that all the teachers that responded to question #2 agreed that future funding could not only be beneficial but needed if we were to completely explore the limits and capabilities of the program. The staff offered enthusiastic support for the continuation of the program at some future date.

The third teacher question was perhaps the most difficult for most to respond to. Within each specific area the teachers evaluated their own programs as being successful, however all respondees refused comment on the total impact of the program as they felt incompetent to do so. The major weakness found in the program was structural in nature. Most felt that better factfinding at the beginning through more staff workshops could have avoided some of the weak spots found in the program. The one major factor cited as being in need of future consideration was the ability to more clearly define students' needs and to find more effective means of dealing with the problem student on a one-to-one basis in the out-of-doors.

Most felt the students totally benefitted from the experiences; however, too briefly in most areas and not in depth enough in one or two. An underlying interest base was not found by most students. Perhaps the bases for future considerations should lay in the teacher's ability to first introduce a broad base of study and then let the student naturally gravitate toward an appreciated area. Individual accomplishments must be stressed as well as group involvement. Awareness of the naturalized state of life is perhaps the biggest contribution we gave to our students.

Finally, all teachers undeniably looked forward to a further implementation of the program in September. They felt that while a total Outdoor Education experience was not feasible, teachers should make the effort in September to implement the ideas tried in the previous semester. This perhaps is the most positive recommendation that any program can receive.

There follows a direct transcription of a taped conversation with one of the student interviewees. It is felt that this interview best emulated the spirit and determination of what occurred on both teacher and student level.

Interview

Tony: (Teacher) You have been in a type of Outdoor Education program for eight months. What is your overall opinion of the Outdoor Education program?

Ralph: (Student) My opinion of the Outdoor Education program is: It is very beneficial to the residents that come from the city because they are not open to types of things that you do up here. In the city you are not open to the type of life you have in the country. You get into doing different things in the country such as chopping down trees, building paths in the roads, trips to museums, going to see waterfalls. Things they wouldn't see in the city, and they would appreciate more the things they get into here.

Tony: If you had a choice what would you rather do -- have Outdoor Education, full classes inside, or a combination of both?

Ralph: I would like Outdoor Education. I see it as more education. If you have just regular classes people get bored with the same old thing, gets into a big drudgery type thing, where you are doing the same thing constantly. You want to get to do something new. With Outdoor Education you can get into new things, aspects in teaching, you can get to know things to be true that you just read in books or that people told you and its good if you experience them for yourself.

Tony: What was one of the most exciting things you did in Outdoor Education?

Ralph: I have been teaching for the past seven weeks, photography to the residents. I took photography during school time for 1 1/2 years, three semesters. I learned a lot, I felt that I could give my

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knowledge to the residents that wanted to learn. Bruce could handle three or four at a time. There were classes of eight or nine. The thing that made me feel good was the way I taught them. I had the patience to cope with their frustrations. Some people couldn't roll film right or they couldn't make decent prints. I took my time with them, I worked with them. I constantly kept on bugging them to keep on trying. Their first roll of film were perfect -- no fingers came on them to spoil the print. I felt really good about myself. Bruce was telling me he had other residents teach photography and I was one of the best he ever had, so I feel good about it myself.

Tony: Did you find anything that you did in Outdoor Education boring, that you didn't like doing?

Ralph: Really nothing is boring in Outdoor Education as long as you put yourself into the type of mood to get into it. There is going to be things that are boring because you can't get into everything. I got into photography because it is my thing. There is nothing boring about photography. It's long hours and a lot of headaches having people call you at different times saying help me here, help me there, when you would like to spend more time with one certain person because you think this certain person needs so much help, so that when you leave them alone they can go on by themselves. They don't understand. They want you to come when they call you, but in due time it works out, everyone gets time to be taught what there is to learn.

Tony: Can you really say that these experiences changed your ideas about school in general?

Ralph: Yes. I came here a year and a half ago with 1 1/2 credits. The schooling I have had here, I am leaving here with 20 to 29 credits. Here you have teachers that really pay mind to you. Everybody is not going to come out an Einstein. People are going to come to school and still won't do anything. There are so many people to a class and the teacher has to work with just so many people and that gives him time to set up extra time for the people who need help. The more the teacher helps the student the more the student will want to learn if he sees things are going his way. It is just the thing that the initiative is there.

Tony: If you had anything to add to the school program in September, what would you add? We have officially completed Outdoor Education as of this Friday. Obviously we are not going to have full Outdoor Education in September. If you had to add one or two things from what you've experienced, what would you add to a regular school program?

Ralph: Trips. But not too many because too many want to get out of the classes just to go on trips. Not to museums, they are boring about things of the past. Places of interest that interest everyone. I

would deal more with Outdoor Education around the campus and areas around the town so that you won't feel afraid when you go. You will know the area.

Tony: What do you think was the biggest success in the program?

Ralph: The response of the student and the way the teachers kept trying to motivate the resident to get into things. It was hard in the beginning but eventually they got into it.

Tony: One further question. Do you see the new residents coming in (since there are a great deal) getting involved in this?

Ralph: That is a hard question. There are a number of residents here over the past year who have dealt with their severe problems with themselves. When you get into new residents coming in, they have problems, they still want to hang out because it is the summertime, or they want to go home and they wouldn't get interested in Outdoor Education or anything because they still have the feeling of I want to go home. I want to get high. I am going to contradict myself and say it would be better if you had some Outdoor Education aside from the regular school program. Just to get them into the feeling of leaving the campus, because that's what gets them frustrated and gets them into going AWOL and wanting to get high. It would relieve the tension of being on campus so long.

STATISTICAL ANALYSIS OF DATA OF STUDENTS IN THE OUTDOOR EDUCATION PROGRAM IN RHINECLIFF UNION FREE SCHOOL DISTRICT DURING THE 1973-74 SCHOOL YEAR

* * * * * *

Author - Dr. Joseph Halliwell

Date - October 15, 1974

STATISTICAL ANALYSIS OF DATA OF STUDENTS
IN THE OUTDOOR EDUCATION PROGRAM IN
RHINECLIFF UNION FREE SCHOOL DISTRICT
DURING THE 1973-74 SCHOOL YEAR

The statistical analysis of the data concerning the students who participated in the Outdoor Education Program at Rhinecliff is presented in six sections. The sections are as follows:

1. Sample description and experimental design
2. Pre and Post WRAT scores in reading
3. Pre and Post WRAT scores in spelling
4. Pre and Post WRAT scores in math
5. Students' Pre and Post Test ratings of their own adjustment
6. Teachers' Pre and Post Test ratings of students' adjustment

1. Sample Description and Experimental Design

Every student in the Rhinecliff School District participated in the Outdoor Education Program. However, because of the special nature of this school and the high mobility rate of the students, only 30 students completed the pre and post test administrations of the AQE 1. The pre tests were administered in December 1973 and the post tests in August 1974. Since some of the students' WRAT scores were quite old at the inception of the program, data on only 24 students was used in the statistical analysis of student achievement. Pre test achievement scores were taken from August 1973 and post tests on the WRAT were administered in August 1974.

The teachers were involved in an in-service training program from September 1973 to December 1973. The actual program for the students commenced on October 15, 1973. Consequently, it should be pointed out that in view of the late start of the program (October 15, 1973) and the early administration of the pre test WRAT (August 1973), if any significant improvement in achievement or adjustment is registered from pre to post testing, it cannot be directly attributed to the Outdoor Education Program.

The statistical analysis of the achievement data involved utilization of the Bond-Singer historical regression analysis. This technique involves a comparison of the students' actual achievement growth with the achievement growth that would have been anticipated on the basis of the students' previous achievement in the absence of any special program.

The statistical analysis of the students' and teachers' perceptions of the students' adjustment at the inception and termination of the program involved utilization of the correlated t test.

2. Pre and Post Test WRAT Scores in Reading

The data relative to the pre test, predicted post test and actual post test grade equivalent scores in reading on the Wide Range Achievement Test for the students who participated in the Outdoor Education Program at the different grade levels is presented in Table 1.

Analysis of the data in Table 1 indicated that at the ninth, tenth and eleventh grade levels the students' actual mean post scores exceeded their anticipated mean post test scores from approximately seven to twenty-one months. At the twelfth grade level the students' actual mean post test score in reading was three months below the predicted mean post test score. At no grade level was the mean difference between the anticipated and actual post test scores in reading statistically significant. However, when the students at all grade levels were combined, the actual mean post test score in reading was significantly greater than the anticipated mean post test score.

It should be pointed out that the mean differences between the predicted and actual post test scores at the ninth, tenth and eleventh grade levels were quite substantial and would have undoubtedly resulted in significant findings had the sample sizes been larger. The negative finding at the twelfth grade level was much smaller and was based on a sample of only two students.

3. Pre and Post Test WRAT Scores in Spelling

The data relative to the pre test, predicted post test and actual post test grade equivalent scores in spelling on the WRAT for the students who participated in the Outdoor Education Program at the different grade levels is presented in Table 2.

Analysis of the data in Table 2 indicated that at the ninth, tenth and eleventh grade levels the students' actual mean post test scores exceeded their anticipated mean post test scores in spelling from seven months to approximately twenty-two months. At the twelfth grade level the students' actual mean post test score in spelling was six months below the predicted mean post test score. At the seventh and eighth grade levels the differences favoring the actual post test scores were significant at the .05 and .02 levels of confidence respectively. Once again, it should be pointed out that the one negative finding, at the twelfth grade level, was based on a sample of two students. The overall finding for the total group of students indicated that the actual mean post test score in spelling was significantly greater than the anticipated mean post test score.

4. Pre and Post Test WRAT Scores in Math

The data relative to the pre test, predicted post test and actual post test grade equivalent scores in math on the WRAT for the students who participated in the Outdoor Education Program at the different grade levels is presented in Table 3.

Analysis of the data in Table 3 revealed that at the ninth, tenth and eleventh grade levels the students' actual mean post test scores exceeded their anticipated mean post test scores in math from approximately four to seven months. At the twelfth grade level the students' actual mean post test score in math was one and a half months below the predicted mean post test score. At no grade level was the mean difference between the anticipated and actual post test scores in math statistically significant.

Once again, it should be pointed out that the mean difference between the predicted and the actual post test scores at the ninth, tenth and eleventh grade levels was quite substantial and would have undoubtedly resulted in significant findings had the sample size been larger. The negative findings at the twelfth grade level was much smaller and was based on a sample of only two students.

5. Students' Pre and Post Test Ratings of Their Own Adjustment

The students' self-concepts and attitudes toward school and the learning process were assessed on a pre and post test basis by means of the What Do You Think Rating Scale (AQE I), a self-report device. The AQEI attempts to get at the students' perceptions in a number of key areas. The instrument provides five sub-test scores, namely self-concept, physical self-perceptions, social-ethical and psychosexual self-perceptions, attitudes toward school and student perception of self and teacher in the formal learning process. The data relative to the students' self reports on the pre and post testing on the AQEI is presented in Table 4.

Analysis of the data in Table 4 indicated that although the students perceived their adjustment more favorably at the post testing than at the pre testing in each section of the AQE, none of the mean differences between pre and post test scores was statistically significant.

6. Teachers' Pre and Post Test Ratings of Students' Adjustment

The teachers' perceptions of childrens' self-concepts and attitudes toward school and the learning process were assessed on a pre and post test basis by means of the Teacher Rating Scale (AQE II). The AQE II attempts to shed light on the same key areas of student perception, attitudes and behaviors, but from a different perspective, namely, the teachers'. The data relative to the teachers' perceptions of student attitudes, perceptions and behaviors reported on the pre and post testing with the AQE II is presented in Table 5.

Analysis of the data in Table 5 revealed that the students in the Outdoor Education Program obtained more positive ratings from the teachers on the post test than the pre test on all five sections of the AQE II. Each of the mean differences favoring the post testing scores were significant at the .001 level of confidence.

TABLE I

COMPARISON OF PREDICTED AND ACTUAL MEAN POST TEST READING SCORES OF STUDENTS IN THE OUTDOOR EDUCATION PROGRAM

Grade	n	Mean Pre Test (G.E.)	Mean Predicted Post Test (G.E.)	Mean Actual Post Test (G.E.)	Difference Actual Predicted	Ed	$E(d^2)$	t	P
9	4	6.85	7.53	9.65	2.12	8.5	36.81	1.70	N.S.
10	13	7.72	8.38	9.05	.67	8.7	35.33	1.54	N.S.
11	5	7.98	8.62	9.28	.66	3.3	7.55	1.27	N.S.
12	2	6.20	6.65	6.35	-.30	-.6	.68	-.60	N.S.
Total	24	7.50	8.15	8.98	.83	19.9	80.37	2.44	.05

TABLE 2

COMPARISON OF PREDICTED AND ACTUAL MEAN POST TEST SPELLING SCORES OF STUDENTS IN THE OUTDOOR EDUCATION PROGRAM

Grade	n	Mean Pre Test (G.E.)	Mean Predicted Post Test (G.E.)	Mean Actual Post Test (G.E.)	Difference Actual Predicted	Ed	$E(d^2)$	t	P
9	4	6.50	7.10	9.28	2.18	8.7	24.31	3.25	.05
10	13	5.65	6.12	6.97	.85	11.0	24.00	2.76	.02
11	5	8.50	9.20	9.90	.70	3.5	13.45	.94	N.S.
12	2	5.65	6.05	5.45	-.60	-1.2	1.44	-1.00	N.S.
Total	24	6.38	6.92	7.84	.92	22.0	63.20	3.28	.01

TABLE 3

COMPARISON OF PREDICTED AND ACTUAL MEAN POST TEST MATH SCORES OF STUDENTS IN THE OUTDOOR EDUCATION PROGRAM

Grade	n	Mean Pre Test (G.E.)	Mean Predicted Post Test (G.E.)	Mean Actual Post Test (G.E.)	Difference Actual-Predicted	Ed	$E(d^2)$	t	P
9	4	5.20	5.65	6.25	.60	2.4	6.32	.94	N.S.
10	13	5.19	5.60	5.97	.37	4.7	12.87	1.35	N.S.
11	5	5.36	5.76	6.48	.72	3.6	10.62	1.14	N.S.
12	2	4.00	4.30	4.15	-.15	-.3	.09	-1.00	N.S.
Total	24	5.13	5.54	5.97	.43	10.4	29.90	2.02	N.S.

0048

TABLE 4

COMPARISON OF MEAN PRE AND POST TEST

A.Q.E. I SCORES OF STUDENTS IN

THE OUTDOOR EDUCATION PROGRAM

Scale	n	Pre Test Mean	Pre Test S.D.	Post Test Mean	Post Test S.D.	Mean Difference	t	P
Self-Concept	30	54.17	8.54	57.40	8.43	3.23	1.42	N.S.
Physical Self-Perceptions	30	53.70	5.55	55.63	5.26	1.93	1.68	N.S.
Social-Ethical & Psychosexual Self-Perceptions	30	49.37	8.13	50.43	8.35	1.06	.59	N.S.
Attitude Toward School	30	47.27	9.65	50.33	7.37	3.06	1.32	N.S.
Perception of Self 7 Teacher in Formal Learning Process	30	44.23	5.00	45.00	7.03	.77	.50	N.S.

0049

TABLE 5

COMPARISON OF MEAN PRE AND POST TEST

A.Q.E. II SCORES OF STUDENTS IN

THE OUTDOOR EDUCATION PROGRAM

Scale	n	Pre Test Mean	Pre Test S.D.	Post Test Mean	Post Test S.D.	Mean Difference	t	P
Self-Concept	30	22.70	6.37	25.47	6.00	2.77	3.61	.01
Physical Self-Perceptions	30	21.47	5.81	26.17	4.97	4.70	5.90	.001
Social-Ethical & Psychosexual Self-Perceptions	30	18.97	5.65	22.23	5.54	3.26	5.74	.001
Attitude Toward School	30	21.70	7.26	26.43	6.08	4.73	5.46	.001
Perception of Self & Teacher in Formal Learning Process	30	17.47	7.23	22.70	5.60	5.23	5.61	.001

CLOSING REMARKS

This is a closing only in the limited sense that it ends one experience in education and one specific attempt at widening students' experience in the out-of-doors.

Education by all major standards remains the basic media of growth and acculturation that exists in modern times. It might also be contended that education remains a synthesis of change that is most tolerated in our society today. These points attempt not to limit the scope of education, but rather to present a limited facet of its existence. Outdoor Education is that needed media of growth and that synthesis of change. It is growth in the sense that it attempts to expand the natural and psychological limitations of experience. It is the synthesis of change because Outdoor Education can and should develop new techniques in education that will not only bring students back to an awareness of what is nature, but also create a positive awareness of educational life itself. This would hopefully be some of the idealistic consequences of our Outdoor Education program. We did entice students to explore the unknown elements of the immediate biosphere around them. We did succeed in getting them to change their concept of school and its functional relationships.

The amount of this change is perhaps the one intangible that can only be measured by the future behavioral characteristics of the students in their reactions to our own educational techniques. The emotional and scholastic changes are measured by the AQE and WRAT and are perhaps somewhat normative results. However, one cannot readily disseminate normal achievements as opposed to those directly attributable to Outdoor Education. This much we can say: there was a definite attitudinal change as evoked by the questionnaire. There also was a distinct improvement in school by some students who could never get anything out of school in the past. This much we can say we accomplished philosophically speaking. We as educators must continually strive to excite, to intrigue, to communicate. Outdoor Education fits admirably into this media of exchange. By no means is it the only media and by no means do we intend to present it as being the absolute educational function. Rather it is a conceptual approach that should be fully explored and used where it might most comfortably fit within your system. The insights which went into this report are our own. They fit within what our program had to offer. We fervently hope that it will be of some use to you so that you in turn will be excited enough to communicate.

APPENDIX A

PROCEEDINGS

OUTDOOR EDUCATION WORKSHOP

Presented: January

Contents: Rhinecliff Union Free School District teacher suggestions for implementation of Outdoor Education Program in a resident treatment center for adolescent drug abusers.

Contents

Social Studies	Bob Donaldson Allan Lauber
Social Studies & Math	Bernie Lyons
Math	Steve Ford
Science	Tony Rigothi
Industrial Arts	Sheldon Walters
Photography, Journalism Media	Bruce Cost
Drama	Glen Casale
English	Fred Glynn
English, Stereo & Hi-Fi	Peter Bowers
Reading	Larry Kosofosky
Occupational Orientation	John Lavind
Junior High Curriculum	Mary Pat McDermott
Art	Gilda Lyons
Business	Pat Albano

EVALUATION FORM RESULTS

TEACHER WORKSHOP January 11, 12, 1974

NAME Summary

Evaluation is a necessary part of this workshop. It will be very helpful to find out where we are and aren't, and where we want to be heading.

1. Do you feel this workshop has been helpful to you in the sense of giving you a chance to pull your ideas together about the applicability of outdoor Ed. to your subject areas?

Unanimous Yes

2. One of our aims was to get an overall picture of what kinds of things will be going on in all the different areas. Did you get that or not? Was it helpful or meaningful?

Unanimous Yes

3. In your specific subject area did you gain an insight or idea about specific activities which you could implement?

7 No 6 Yes 1 Somewhat

4. In what ways could we have changed the format or material covered in order to have made this workshop more helpful to you?

See attached sheet

5. Our budget allows for the hiring of a few consultants. Do you feel the need to have one to aid you in developing a program?

See attached sheet

6. If your answer to #5 is "Yes". What kind of information would you like to gain? In what specific area would you want help? Please justify our spending money on a consultant for you.

7. After listening to the things other teachers will be doing, do you feel there is a need for us to meet and try to coordinate activities?

Unanimous Yes

8. How often should we meet if we decide to have outdoor Ed. activities?

Bi-weekly	Monthly	Weekly	Once	"Depends"
7	2	6	1	4

9. What problems do you foresee in implementing your activities in particular and the program in general, which have not been discussed?

See attached sheet

4. In what ways could we have changed the format or material covered in order to have made this workshop more helpful to you?

The suggestions for changes in format were:

1. More group discussions, preferably with small groups
2. More time allotted for the discussion of problems
3. Stricter adherence to time allotments

The suggestions regarding material covered were:

1. That each area be more organized in their aims and goals
2. That we have more demonstrations of actual ideas
3. That each presentation should have fewer ideas which would be more specific with a clear step by step plan for implementation
4. That each speaker present a written outline along with verbal presentations

5&6 Several suggestions for the services of a consultant have been made.

1. An expert in flaura and fauna for Tony, Gilda and Larry
2. Jim has suggested that we bring in Fred Mayo
3. John has asked for someone to help him in setting up his business course
4. Allan has suggested the help of someone from the experimental school at New Paltz.
5. Since we are hoping to order old tools, we may want someone to demonstrate them.

9. The responses to "what problems do you foresee..." were primarily

1. How do we motivate students to go outside when it is hard enough to get them to work in the classroom?
2. Scheduling and the fact that if each area does a project that each area would like to involve the same students.
3. Anticipating the fact that some of the activities that are planned will fail, how do we incorporate them into our project to help us move forward rather than discouraging us?
4. Three teachers felt that there were no major problems in implementing the project.
5. Four teachers felt that there would be no problems with implementation as long as the ideas were kept on a class period time limit.
6. Most people agree that there is no way to deal with the problems before they arise and that we should set up meetings so that we can deal with each thing as it happens.

Outdoor Education in
Physical Education
Bob Krauss

A. Normal outdoor physical education activities with the goal of teaching:
   1) Constructive use of leisure time
   2) Participation in individual and dual activities
   3) Skill and knowledge in lifetime activities

These goals are especially important with our type of student who seems to find difficulty in putting extra time to good use. They must learn to be able to plan for leisure time even when alone or just with a friend, for they will not always have a group to rely on. These activities should have possible carryover value into lifetime activities.
   1) Paddle ball
   2) Handball
   3) Tennis
   4) Horseshoes
   5) Fishing

B. Extended activities:
   1) A waterfront safety unit including boating safety and skills. Help can be obtained from the Coast Guard. The course might be required before the student can choose to go on boating trips.
   2) Build an outdoor obstacle course using the already existing military course. This course would be used in physical ed classes and during recreation field days.
   3) Boat trip up or down the Hudson, including fishing and the establishment of an overnight camp. A facility like Norrie Point on the Hudson, which includes a boat basin for docking and 165 acres with tent camping sites, would be ideal.
   4) Bike trip for various purposes and to various places of interest.
   5) Water skiing on the Hudson for students interested in and ready for such an activity.
   6) Build and compete on a miniature golf course.
   7) Hold outdoor education field days. Perhaps each discipline in school could offer a program which students would be allowed to sign up for. This could be a weekly event so as to alleviate schedule problems and students would know to be dressed properly and expected to be involved in a morning and afternoon session.

Social Studies Department
Outline for Outdoor Education
Robert Donaldson, Chairman

The projects listed below will involve the student(s) with going out and interviewing people; using the tape cassette, and possibly, the video tape unit.

My main purpose for these interviews is to allow the students to receive an oral interpretation of history. This interviewing and recording of ideas and comments from everyday and important people is, in current historians' eyes, the new approach to history and its' studies.

Course-, "Leaders of the 20th Century"

1. Visiting the Roosevelt estate. If we can, we could video tape the house and the grounds. We could also interview the guides for more information about the Rooseveits.
2. Visiting Rhinebeck and interviewing people about their ideas about such leaders as: Stalin, Mao Tse Tung, Hitler, Henry Ford, etc.

Course-, World History

1. Unit on the Industrial Revolution. I would like to take the students to the following places:
    a) Shaker Community, Chatam, New York
    b) Woodstock
    c) Crafts fairs in the locale

    I would like the students to get an idea of how craftsmen are forgotten about today, because their trade has been replaced by the factory system. Those places mentioned above have the craftsmen or women on the premises and they could be viewed by the students as they perform their craft, as well as interviewed about their craft and the products that they create.
2. The students could also visit and interview the following:
    a) a tailor)
    b) a jeweler) to see how industry and mass
    c) candlemaker) production have affected
    d) barber) their trade
    e) farmer)

Course-, American Problems

I would like to have the students interview people on the street and record their comments on the following topics:

a) crime)
b) poverty)
c) welfare) what are your views and solutions
d) slums) to these topics?
e) unemployment)
f) drugs)

Also, whenever something important happens in the news, i.e., an assassination, a discovery, political issue, etc., the students could interview people for their views.

Summary

1. Before each project, the students will make up a questionnaire, by themselves, so they will have something to go by when they perform the interview.
2. After each project, the students who were involved will present their findings to the class in an oral or written report. A summary by discussion will be performed by all.

Other Projects

1. An interview with the Hon. Judge Gurnell about the history of Rhinebeck.

    a) ghost stories
    b) folklore
    c) the Morton Estate

2. Visiting a gravesite - main idea will be presented later.

3. Possible interview with the following:

    a) John Doroughty - Poughkeepsie Police Department
    b) Volunteer Fire Department Officials
    c) State Police
    d) Former tug boat captain of the Hudson River tugs

Suggested topics for History
Using the Outdoors
Allan Lauber

1. BUILDING OF AN INDIAN VILLAGE

    a. Layout of the site (geography, uses of the land, water resources)

    b. Learning outdoor crafts
        1) Starting a fire
        2) Building a temporary shelter
        3) Telling time
        4) Telling direction
        5) Cooking

    c. Learning to weave

    d. Going to Indian exhibit in New York State Museum in Albany, New York

2. BUILDING OF A MOCK CITY

    a. Using old-fashioned tools

3. CONTACTING EXPERIMENTAL SCHOOL IN NEW PALTZ TO BUILD STRUCTURES

4. ASHOKAN RESERVOIR FACILITIES

    a. 1880 House
    b. Actual people live there - to see how pioneer people lived

5. SURVIVAL HIKE

6. VISIT SUGAR LOAF - Crafts Village

7. TRIP TO CEMETERY

8. TRIP TO DAIRY FARM

9. GEOGRAPHY FIELD TRIPS TO SEE MOUNTAINS, LAKES, RIVERS, ETC.

10. OVERNIGHT CAMPING TRIP

History - Math
Outdoor Education
Bernie Lyons

More and more every day I come to realize that there is a yawning gap in the minds of many students concerning what concretely exists and how they assume things to be.

It is with this in mind that I take a fresh look at what may be a once in a lifetime opportunity to be in on the ground floor of the Outdoor Education program at Holy Cross.

This "yawning gap" that I speak of does not come necessarily from misinformation but rather a denial of education. This denial, whether self-imposed or socially induced, seems to cry out for the very structure contained in the theory of Outdoor Education.

There seems to be a haunting pitfall to be avoided which looms out there in this new field of teaching. The threat in my mind at least seems to be the dilemma of how to generate interest in the great outdoors as an instructional setting without turning each class into a picnic.

The two subjects with which I will be concerned are History and Business Math I. The two overlap nicely since an histrionic view can be focused on the bookkeeping and building measurements of any era and, by the same token, the actual cash transactions and architectural techniques.

To implement the use of Outdoor Education in an interesting and addicting way, I have a plan which I would like to follow. If it works it can grow and change with time and hopefully be a wonderful and interesting approach to learning. Let's consider <u>some</u> of our existing problems in class. Confinement, apathy and repetition. Three crushing millstones which can't easily be slipped. The classroom presents the cage of our captive audience and the apathy rolls under the door like stale fog, the direct offspring of setting if not material.

I've found many students wanting to learn and, God knows, needing knowledge for future survival, yet in a quandry. They're turned off by the sameness of material and the frustration of its enormity. However, with metal tape measures and field sketch pads, a mathematical "square feet" problem takes on a new profile. The measuring of an actual building brick and counting rows that are later multiplied to give area and quantity of materials required are a far cry from math "word problems" in a text book.

The then and now aspect of tools, the ability to measure and cut, join and repair are all facets of an intriguing experience.

For an introduction to Outdoor Education I want to point out ancient hand tools from illustrations, describe their function and design and then, as an actual project, undertake the reconstruction of an antique grinding stone in its own custom fit frame.

Math Department
Outdoor Education
Steve Ford

The overall thrust of outdoor education in the math department will be one of measurement and direction following ability. This was decided because of the obvious lack of knowledge on the part of our students in the area of measurement.

The ability to follow directions is essential to any future learning situations in which our pupils may find themselves. The E.D. child has a great deal of trouble in this area, he wants to reach the end goal immediately and, therefore, usually doesn't get there because he hasn't completed the necessary steps. Our aim will be ti initially break tasks into small workable units with very few steps so the child will have assured success by following very simple directions. We hope to build on this until the child, because of success with the smaller tasks, will take on bigger tasks to be successful.

Lessons will include:

1) Reading the following instruments
   a) ruler
   b) tape measure
   c) protractor
   d) tape
   e) quart, pint, ounces containers
   f) scale

2) Map reading
   a) direction
   b) scale
   c) features

3) Blueprint reading
   a) scale
   b) purpose

4) Simple map reading
   a) treasure hunts
   b) campus map
   c) room plans

Science Department
Outdoor Education
Tony Rigothi

The major objective goals of the science department deal with the development of an environmental education center - nature trail to be constructed some one-half mile north of the campus complex. The bases for the project will center around a pre-20th century root cellar which will be refurbished by a combined effort of various departments of the school. The structure itself contains three rooms, the two back which will be used for an arts and sciences center and a social studies center. The front room will accommodate varied functions such as classes, lectures and nature enjoyment in general.

Reconstruction of the building will include whitewashing walls, the making of candles and stands, the construction of rough-hewn furniture and the erection of a fieldstone fireplace. Window and door barricades, with appropriate authenticity, will be made for protection from the elements. Varied exhibits will also be endeavored at future dates to enhance the environmental impact of the project. Cited for future consideration also is the refurbishing of adjacent 30-year-old structures for use in the program at a later date.

Of immediate consideration to the department is the clearance of metal refuse from the proposed area to a nearby landfill site. The indiscriminate dumping of such refuse cannot be left to chance in such an area which is devoted to a natural environment.

The development of the nature trail will be run in conjunction with the improvements previously mentioned. Future plans include a trail extending some 4.8 miles including in it a lake ecosystem. Identification of flora and fauna will be undertaken. If time and energy permit, the group will busy itself with soil analysis test "stations", benches and weather-climate analysis area to further enhance the value of the trail.

Completion of the primary stages of the project is expected by May 1, 1974 to coincide with its full use for outdoor education. Target dates for secondary projects have tentatively been set for July 15, 1974.

Any further questions can be directed to the Science Department and Tony Rigothi.

Industrial Art
Outdoor Education
Sheldon Walters

1. Tap Sugar Maple trees
2. Build and fly a rocket
3. Build a bird feeder
4. Carving
5. Blueprint and contstruct an athletic field
6. Build a raft
7. Build a bridge
8. Make candlestick holders
9. Axemanship
10. Teach knots and lashing
11. Identification of trees and their uses
12. Build a dam
13. Build a fence
14. Build a scoreboard for softball field

Photography, Journalism, Media
Outdoor Education
Bruce Cost

I. PHOTOGRAPHY

A. Basic Approach

Is inherently an interaction with one's environment -- I would be hardpressed not to use an "outdcor ed." approach in teaching the subject.

Hopefully the outdoor education program will give me an excuse for taking photo students off campus to small towns, farms, villages and a petrified forest. Right now I am limited to my 40-minute class periods.

B. Documenting outdoor education

I feel having my photo students tag along and take stills during various outdoor education projects will be a good practical learning experience for them. At the same time, it will be fulfilling the expectations which precipitated allocating $1400+ for foto supplies and equipment. The end result will be a series of slides that will do justice to any program.

II. JOURNALISM

Students in journalism should report about the outdoor education project as it fits in with other "newsworthy" happenings.

If certain students seem to be turned by outdoor ed. projects, I will encourage them to do a thorough reporting job -- perhaps a brochure from their vantage point.

III. MEDIA

I purposely bought battery-operated videotape recording equipment. Outdoor ed. will encourage me to get kids outside of the classroom with it.

Trips can also be made to the Poughkeepsie Journal, TV and Radio stations.

BEST COPY AVAILABLE

Drama
Outdoor Education
Glenn Casale

I. Where it fits in

A. First and foremost the outdoors serves as a natural setting for any play.

1. I can see doing plays on the videotape using the actual setting.
2. Also the outdoors can serve as a mood-creating area.

B. Improvisation

1. I can see doing improvisations having the student relate and react to the outdoor environment.

C. Mood Make

1. Reading plays in the actual atmosphere that they are describing gives the student a better idea of the situation.
2. For example, reading Macbeth in a graveyard.

D. Summer Stock Theaters

1. I can see taking the students to area theaters and giving them firsthand knowledge on how they are set up and operated.

There are also a few other ideas I have:

1. Trip to a broadway theater for a tour of backstage.

2. Trip to Canada for a day to see 360 degree theater.

Outdoor education for our students is a great teaching tool and I find it valuable for any course. I know from the videotapes I did that the kids enjoy it.

English, Art, Photo, Journalism
Outdoor Education
Fred Glynn

Visit to a cemetery

Warm-ups and discussion movers:

A. 1. Form a circle in a large empty space - pick a point opposite you on the circle. Objective - move quickly through the center of the circle to the point opposite without touching each other, no talking.

2. Assign the number one (1) to half the students - the number two (2) to the other half -- do same as above, but have the 1's close their eyes and raise their hands. Directions - move quickly through the center without bumping into each other.

B. Form two lines on opposite sides of the room - groups A & B.

- Group "A" is the audience
- Group "B" line up shoulder to shoulder
- Group "B" close eyes and move across the room in a straight line
- Do not talk
- Stop. Analyze position. Discuss
- Do the same with Group A
- Analyze - discuss
- Objective: cooperation is necessary in some situations

C. Cocktail Party

- Very important people
- Objective: introduce yourself and make one statement that will make the person remember you.
- Try to hit as many people as possible in 3 minutes.
- Discussion: How conscious are you of making impressions on people?

CONTENT

A. Statues
- Two groups of five each
- Make a statue representing a particular theme - can't talk
- Themes: revenge, poverty, love, victory, success
- Objective: discussion on "why monuments, tombs, etc."
- Literature: Romeo & Juliet - last scene re: the gold statue

B. A 3-word play
- Three people
- Each has a secret given word (example: stop, please, why)
- Improvise a situation using only your one word, say it only once
- Objective: economy of words, discussion of gravestone inscriptions, monuments in words
- Literature: Spoon River Anthology

C. Gravesite visit improvisations
- Two or more pairs of students
- Each pair visits a grave
- Leave the room and prepare for 5 - 10 minutes

English, Stereo and Hi-Fi
Outdoor Education
Peter Bowers

SCIENCE FICTION

Class will be involved with astronomy as it applies to literature that is read. Will be using 4 1/2 inch reflector telescope for evening observations. Hopefully students will get interested in astronomy and pursue it on their own.

STEREO AND HI-FI

One of class projects will be to produce "environmental tape" of sounds recorded outside using portable cassette tapes.

Other projects will involve trip to recording studio at SUNY Albany and a local radio station.

GENERAL ENGLISH

Work on writing up accurate trail descriptions of walks and roads. Verbal descriptions of what kids see outside.

Occupational Orientation
Outdoor Education
John Lavind

The following activities are planned for the coming term:

1. Operation of a class business. Each student will be given an opportunity to perform the various tasks associated with the running of a small business.

   Using such references as "Who's Who in America" and "Current Biography" the class will make a listing of the home addresses of 100 notables who are members of minority groups. Each student will be given several addresses, and will write letters to these people asking for advice for a young person growing up in today's cities. The letters will be collected in one binder, and funds will be requested for having them reproduced by offset printing. The finished work will be sold, and the funds used for field trips, references, photographic supplies, etc. The project will get local newspaper coverage.

   The planning, advertising, bookkeeping and management of the project will be rotated among students. If successful, the project can become a permanent business at Holy Cross and will give the students an excellent opportunity to actually become considered actively in the business world.

2. In addition to class work on resumes, social security, unemployment insurance, etc., arrangements will be made for the students to spend some time with people working in the following jobs:

   a. Selling
   b. Clerical
   c. Services
   d. Managerial and Professional
   e. Skilled
   f. Semi-skilled
   g. Unskilled
   h. Armed Forces
   i. Local industries
   j. Building trades

   Each student will be required to select a major area and two minor areas. It is hoped that the time spent outside of class on these jobs will aid the student in thinking realistically about his future, and for some, open up new avenues of interest.

   Earning a living is a major requirement for most adults. On-the-job training outside of the school is one of the best methods of preparing the students for the world of work.

Junior High Curriculum
Outdoor Education
Mary Pat McDermott

READING - ENGLISH: Oral and written expression

Sensory awareness

1. Nature hikes - observing outdoor happenings. Writing compositions or poems on their observations.
2. Using the senses in observing their surroundings
   Sound - listen and record sounds in nature and city
   Sight - draw pictures of the outdoors (art work)
   Touch - identify articles from the outdoors by sense of touch
3. Reading poems and stories that have been written on nature, discuss and analyze poems and poets.
4. Make nature collages
   Recordings on nature sounds will be composed to sounds in the city -- how they influence one's mood, etc.
5. Booklets will be made for their own written work and covers will be decorated by using objects from the outdoors or prints made.
6. Listening to music and songs sung about nature.

SCIENCE: Development of language skills oral and written.

Written language skills are developed by science program and activities that provide common experiences to write about.

1. Making of experimental records
2. Writing up of a description of a science experiment or field trip
3. Recording data of outdoor changes

Providing them with objects and instruments to observe and study will increase their oral language.

- Their observations they will show with others
- Use of materials -- type of "show and tell"
- Actual experience will increase their need for language

Use of weather station

1. everyday observation of the weather
2. using weather instruments
3. making weather charts
4. identify clouds
5. discuss occupations - how weather affects them
6. write their own weather reports, compare with newspaper reports

Extra credit projects - format

1. Prepare a description of the problem he is interested in investigating
2. Write down general procedures he will use to investigate problem
3. Make some plan for recording the results of his investigations
4. Student should have some idea of the outcomes he expects from his investigations

Junior High Curriculum (continued)
Outdoor Education
Mary Pat McDermott

SOCIAL STUDIES

Study history of the local community
Change
Location
Community resources - compare and contrast to city life
Transportation
Local government
Occupation of people, community servants, etc.
Compare and contrast community life to city life

Arts and Crafts
Outdoor Education
Gilda Lyons

Nature offers so much to the eyes of the artist and is so often taken for granted that I would like to make one of my main objectives, the appreciation of the outdoors. Every scene, every little plant or every branch is an arrangement already carefully set up by nature. I would like to transfer this appreciation to my students. Let them study their chosen theme and create a mood with different media.

I plan to implement this by taking the students outside with instructions to pick a subject to study. Their sketches will show their progress. I will be there, supervising their work and pointing out perspective, balance, color combinations, etc.

Another objective of the course is to make the students realize that nature is the creator of a large number of art materials and that many times they don't have to do anything to improve the appearance of some of them. A plastic decoration, made by the thousands and highly priced at the store, could never take the place of a beautiful stone, one of a kind, shaped and polished by other stones as the water of the river carries it from place to place.

There is an infinite supply of art materials waiting to be picked up by the students. I will try to open their eyes to as many possibilities as I can come up with.

1. Collecting stones
    a) gluing them together to form a figure and decorating them with felt or leather
    b) painting on them figures or scenes
2. Collecting driftwood and making things with it
    a) lamps
    b) mobiles
    c) center pieces
3. Collecting barn wood for:
    a) decoupages
    b) oil painting
    c) prints
    d) wood cuts
    e) center pieces
4. Collecting dry flowers for:
    a) prints
    b) floral arrangements
5. Collecting wild flowers for:
    a) pressed flowers
    b) prints
6. Collecting feathers to make quills of different sizes

Merchandising Classes
Outdoor Education

PROJECT I: The New Store

Is there a need for establishing a new store in the community?

1. Have students select a type of store they would like to establish in the community (Rhinebeck).

   a. boutique
   b. shoe store
   c. restaurant
   d. repair shop

2. Take an actual survey of the community to see if they would favor and patronize such a store.

   a. Students will make up a questionnaire containing some of the following questions:
      1) Are you satisfied with shopping in your regular neighborhood store?
      2) Would you like to see a similar store established carrying a different type of merchandise not carried in your present store?
      3) What services and goods would you like to have in the new store?
      4) Etc.

3. In order to see what type and what price of merchandise should be carried, take another survey.

   a. Contact local banks and ask for estimates of the average income.
   b. Survey local stores and see the price line of merchandise carried. Contact their buyers and request their total annual sales.
   c. Contact local insurance companies or schools and request an estimate of the average income.

Choosing the specific shopping district:

1. Go to each type of shopping district and list the advantages and disadvantages of each. Select the one in which you would like to locate your store and state your reasons for selection.

2. Once you select your site, take a count of customer traffic be it structural, lane or shopping. The result will tell you if your store site was well selected.

PROJECT II: Store Layout

1. To realize the importance of store layout visit a store similar to the one selected and seek advice for your own layout. Sketch the store

layout and then plan a sketch for your own layout, taking into consideration type of fixtures, aisles, exits, etc.

PROJECT III: Store Image

1. Visit various retail establishments and list the type of store image each one has. (Physical, Character, Skill)

2. Decide what type of image you want to create for your store and then start everything in that direction to further enhance that image you want to project. Example: A discount store has a carnival type atmosphere, eliminates service.

Changing a store image

1. Visit Woolworth and list how its 5&10¢ image has changed (Physical, Character, Skill)

2. You want to change your store from a high-priced store to a more middle-priced store. Using the above, how would you go about doing this?

Other projects that may be used

Sales
Take class to store or IBM and have personnel demonstrate their techniques for selling. Have student research project thoroughly and then sell it to an instructor. Video tape it and have class criticize technique.

Display
Have students build a display around a theme of nature. All display material should be from the outdoors. Students can also build a billboard for an advertisement and select a location on campus where it can be seen most advantageously.

Advertising
Go through newspapers and make a list of the emotions the advertisements are appealing to. Visit an advertising department in a store and see how they make use of emotions when they advertise.

Typing and Stenography
Outdoor Education

TYPING

Project I
Have students go out in the outdoors and write a paragraph dealing with their surroundings and then come back and type it.

Project II
Have students visit offices and see the skills other typists have. Videotape the visit. Have students videotaped as they type in class and then compare the two tapes having students not the differences between their own typing and the professional typists.

Project III
At the end of the term have the students visit various businesses and take an actual typing test for a job. The end result should tell them if they are actually prepared for the business world.

Project IV
Have students work for staff doing actual typing jobs as a typist would. They must be presentable for their jobs and will receive a grade for their efficiency.

Project V
Arrange for the students to go through the experience of a job interview.

STENOGRAPHY

Project I
Go outdoors and have students write a paragraph in shorthand about the surrounding area and transcribe it on their machines.

Project II
Take dictation from someone on the staff in an actual job situation.

Project III
Take Civil Service Exam for a Stenographer

Project IV
Take a survey on whether secretaries like Gregg shorthand or Pitman better, and why.

APPENDIX B

RHINECLIFF UNION FREE SCHOOL DISTRICT

HOLY CROSS CAMPUS

MORTON ROAD

RHINECLIFF, NEW YORK 12574

OUTDOOR EDUCATION PROGRAM FOR RHINECLIFF UNION FREE SCHOOL

October 15, 1973 - August 15, 1974

OUTDOOR EDUCATION PROGRAM FOR RHINECLIFF UNION FREE SCHOOL DISTRICT
October 15, 1973 - August 15, 1974

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OUTDOOR EDUCATION PROGRAM FOR RHINECLIFF UNION FREE SCHOOL DISTRICT
October 15, 1973 - August 15, 1974

1. STATEMENT OF EACH MAJOR PROJECT OBJECTIVE, PART I

Major Objective

The major objective of this project is to develop and offer to resident students a program that will provide greater academic growth and a more positive self-concept. A further extension of the objectives of this proposal is to develop a pilot program that will be more effective for children required to live and learn in a resident center.

Specific Objectives

That the target population will achieve greater academic growth than would normally be expected when tested on a pre-test/post-test basis using the WRAT achievement test.

That the target population will achieve a more positive self-concept and will demonstrate a reduction in antisocial tendencies and non-productive behavioral patterns than would normally be expected when tested on a pre-test/post-test basis using the AQE I self-concept test.

That a program was developed by this study offering unique means to meet the objectives of the resident center and needs of the students which was different than past practices when compared to past programs by written analysis of all participating resident teachers.

2. DESIGNATION OF PUPILS TO WHOM THE OBJECTIVE IS APPLICABLE

The basic program of the Holy Cross Campus is for aiding adolescents who have had difficult personal problems culminating in the use of heavy drugs. The students have been required to be in residence for a minimum of eighteen months and are normally detoxified before admission. All ninety resident students of this center will participate in all elements of the proposed project.

3. DESCRIPTION OF CURRICULUM AND/OR PROGRAM OFFERINGS TO ACCOMPLISH THOSE OBJECTIVES

A. List specific activities

This project as proposed offers three phases of operation: teacher training, site utilization and a summer program. This project will offer activities of too large a number to be listed in detail and many of the specific activities are not known at this time as they will be based on the specific needs and interests of the participating students. A general representation of the activities to be offered would be activities as:

1) Study of Teacher Training Phase

Formal teaching sessions with all teachers participating in the project on a regular schedule basis to provide the necessary skills and knowledge to teach in the outdoors. Dr. Coons and other outside consultants

will provide this information to the teachers. In addition to the actual teaching of teachers, resources will be provided and other resources developed to aid in meeting the specific needs of the target population in learning in and from the outdoors. It is proposed that as part of this training the teachers will directly involve the students in outdoor education learning directly related to the activities and areas discussed during the teacher training sessions. Controlled teacher training will continue throughout the project as each new phase is introduced and implemented.

2) Study of and Further Development of the School Site:

Identifying and listing site natural resources
Hudson River Study
Ecological Studies
Quadreate Studies
Language Arts in the Outdoors
Creative Outdoor Drama
Developing Bird and Animal Habitats
Conservation Projects on Site
Developing Improved Tree Stands
Weather Recording and Predicting
Photography to develop sensory awareness
Study and develop means to enrich soil
Geological Explorations
Written perceptions of experiences or natural areas
Make collections, rocks, insects, etc.
Develop identification guides for natural school site
Micro-Climate Study
Historical Study of Area
Assist Public School Grades in Knowing More About Outdoors

3) Rental of Horses

Past programs indicate added strength in providing the means of students required to care for and to develop new skills in learning about horses. During the past year a few nearby families requested that their horses be stored on the property and this was provided. The spinoff of this use of horses with the unique learning needs of the students provided interesting and important implications for this program. It is proposed that six horses be rented to investigate this important area further and to meet the needs of this project. Horses would be used as a media to require the caring and involvement of the students in the basic day to day needs of the horses. Some of the ways horses would be used for this program are:

- Trail riding to nearby areas for environmental learning
- Historical study into economic importance of horses
- Using the horse as a work animal for gardening and other related activities

- Transporting students to nearby areas not accessible by auto for field learning experiences
- Students teaching other students about required care and use of horses for use within program
- And many other purposes to be developed as the needs of the program require

4) Learning Off Campus in Different Environmental Settings

A major element in meeting the project's objectives is to require effective learning living patterns on a small group basis away from the resident center. Programs of this type will be by their very structure evidence to students that they have developed added expertise and leadership to function effectively away from the center. Also, these programs will be planned and developed by the students and then the actual conduction of the away from campus programs will provide learning experiences that culminate the year's learning skills. It is proposed that the warmer months of the school year in May and June, or when the students are ready for the away from campus experience, be the time for these programs. A great deal of preparation will be needed to teach the skills needed to learn away from the campus. Examples of these are camping skills, boating skills, safety awareness activities around water, etc. It is proposed that the students do as much of the natural learning living situations as possible which will require camp living, travel to state parks, cooking their own food, collecting information to report back to the other students as a classroom resource, and to directly be involved in the away from campus field learning as much as possible.

5) Rental of Boats

The location of the campus on the banks of the Hudson River requires that consideration be given to learning in and from the river itself as a natural and unique environmental and historical resource. It is proposed that two pontoon type boats be rented to transport groups of students on the river for study purposes. These boats would be a bid item and contracts of the rental would be included with this proposal when the bids have crystalized. It is proposed that the boats be rented for a six-week period to first acquaint the students with the skills and safety aspects of learning from a boat and to teach qualified staff the proper operational practices necessary for safe operation. After it is assured that the boats can be operated in a safe predictable manner, then the boats will be used to:

- Collect water samples to determine pollution sources
- Water temperature studies
- Aquatic life studies
- Historical visit trips on the river to trace routes
- Travel the river to determine economic implications of the river on nearby and state economies

- Visit nearby community resources for social studies as related to the impact of the Hudson River
- Equate river volume flow
- As many other related activities as required by the needs of the program and learning needs of the students

6) Rental of Camping Trailer

It is necessary to rent a travel tent trailer on a bid contract basis to move students to other locations in the state for study of differing environments. The contract for the six-week bid will be included with this proposal when the bid has been crystalized.

The major use of this trailer will be to provide the means for students to live away from the resident center with as low a cost as possible and to provide basic means for themselves in as natural a way as possible. This trailer can be towed by the present campus car and does not create any other problems as the consideration of other methods might.

It is proposed that this trailer be used to allow the student to develop the skills necessary for camping first on the campus and then away to nearby and distant facilities for study purposes. A tent trailer provides the ready living resources for sleeping six to eight students and would not contain cooking or other related facilities, just sleeping and equipment storage.

B. Methods and procedures to be employed.

The major method to be employed will be to directly involve the students in first-hand discovering, using the natural environment for predetermined curriculum enrichment experiences. This outdoor education method will employ both individual and group learning experiences on both a teacher-directed and student-motivated approach in the formal classroom setting and with many informal "after class" activities.

C. How the supplies, equipment and materials are to be used.

Basic equipment to be employed for the implementation of this project will be developed and obtained with the direct participation of all resident teachers and an input from the students. Both teachers and students will be instructed in the use of equipment. No equipment purchased or constructed will be so complex as to require qualifications not found within any normal teaching staff.

D. Beginning and ending dates of program directly involving
E. children's participation, hours of participation.

The outdoor education program would be directly part of the means employed to teach children on a "normal" school day of six hours. But this proposal goes far beyond that concept. The program is designed to offer exciting learning elements and features that would naturally be part of the

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entire resident life of a student with involvement above the formal school day. The off campus element will involve children in truly a twenty-four hour learning day through this proposed program.

Proposed times for direct involvement with the students with the above understanding is November 1 to June 30.

F. Type, size and location of facilities, etc.

Holy Cross Campus is a resident center with all necessary buildings and services to meet the unique needs of resident children and is a fully accredited school. The site is ideal for outdoor learning, offering with its 1,000 acres many unique environments, forested land, meadows, extensive frontage on the Hudson River, a small pond, and a rich and valuable historical past.

4. SPECIFY PROVISIONS FOR PLANNING

A great deal of time and planning has gone into the development of this proposal. Meetings between the New York State Department of Education, Section for Emotionally Handicapped, and Health and Physical Education and Recreation from the same agency working with the office of Ccordinator of Outdoor Education, State University College at Plattsburgh, and Holy Cross Campus teachers and administrators have been held to develop this workable proposal to meet the unique needs of the target population.

5. NATURE AND QUALIFICATION OF PROFESSIONAL/PARA-PROFESSIONAL STAFF

The project director selected is a member of the present resident staff at Holy Cross. This professional teacher possesses the basic necessary background, experiences in outdoor education, has extensive experience in meeting the academic needs of the participating children and has proven ability to work with the other teachers, counseling staff and administrators. These characteristics are essential to the leadership of this proposal which requires changing existing patterns of teaching-learning between established teachers and a very unique target population. It is proposed that this director be a full time responsibility with unrestricted released time to meet the project needs and demands and the budget reflects consultant monies to cover all necessary areas left vacant by this professional teacher who will remain on contract at Holy Cross and direct the project.

The project director will have the specific responsibilities of providing the required leadership for both teachers and pupils to implement the project objectives and program. It is also understood that this director will manage the project budget, document all experiences with the help of the participating teachers, and prepare the final proceeding report.

The program consultant selected selected for this project is eminently qualified for the required leadership necessary to the success of this project. Dr. Ernest Coons, Coordinator of Outdoor Education at the State University College at Plattsburgh has a Ph. D. in Curriculum and Instruction with emphasis in outdoor education. He has directed outdoor education programs for emotionally handicapped

children and summer learning resident programs for disadvantaged children. His proven background of success with similar projects indicates that his expertise and abilities will meet the needs of this proposal.

The specific responsibilities for the program consultant in addition to the preparation of this proposal is to provide the expertise and leadership necessary for the training of teachers and program help as necessary throughout the project.

The research consultant will be Dr. Joseph Hollilwell from St. John's University. He was directly involved with a project using similar evaluation with the same testing instruments and the use of an outside research coordinator with this added dimension will add additional strength to the project.

The specific responsibilities for the research consultant is to assure that the research design is implemented on both the pre-test/post-test basis consistent with the project proposal. He will also interpret the results and prepare a summary of results with the specific research findings for publication as part of the project proceedings.

Local program consultants will be employed to provide the needed expertise for the local program as related to local history, unusual ecological systems, local forestry practices and social and economic factors affecting the immediate learning environment. These people will be employed on a day basis and will serve as an aid to the teachers and students for the specific area needed.

Secretary to the Project Director will be employed on an hourly basis to copy resource material for teacher curriculum help, to type final copies of teacher field reports, prepare materials for the proceedings and to do those office services necessary for the implementation of the project.

A psychological consultant will be employed to provide the necessary program inputs that cannot be found with the existing staff. It is the intent of this project to have available the services of a psychological consultant if necessary to meet the program's objectives in residence with the students during off campus field trips. This position will assure that this necessary service can be provided.

6. CRITERIA FOR EVALUATION

The evaluation design reflects the leadership of an outside evaluator, Dr. Joseph Hollilwell, St. John's University. Dr. Hollilwell was directly involved with a project with similar evaluation design (Kingston-Buffalo Title VI B Project, 19 -73) which employed the same testing instruments. The use of the same evaluation design and expertise in the evaluation of this project provides added dimensions to this project and may result in far greater research strength.

The basic criteria for evaluation will be statistical significance as determined by a pre-test/post-test design using the WRAT test for academic growth and the AQE I for differences in self-concept formation.

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7. JUSTIFICATION

It is vital to the success of this program that two types of equipment be obtained. First, basic field teaching equipment is needed to directly involve children in the outdoor education method. This equipment is needed to collect, record, analyze and identify the real world consistent with the objectives of this proposal. Specific equipment can not in total be known at this time as the uniqueness of the children's needs and strengths of the teachers is not known. A general list based on past practices and experience is reflected in the budget which provides the reader with an idea of the type of materials needed for this area.

It is also necessary that the students have the means to leave the resident campus in a controlled way for the study of other environmental areas and for group involvement in a natural more indigenous setting. Reflected in the proposal is the rental of a tent trailer, rental of two large flat type boats (motor), rental of horses and general transportation to accomplish this area necessary to the success of the project objectives.

8. DISSEMINATION

One of the major objectives of this proposal is to share any information developed that will offer greater learning effectiveness for children in resident centers. Although this project is proposed for a selected population in a residential drug rehabilitation center, many elements and findings will be able to be generalized to other resident settings. A complete proceedings will be developed by the project director covering all phases of the project. Two hundred and fifty copies of this proceeding will be available for selected distribution. It is also the objective of this proposal to share with all interested parties the results of this study through related conferences, professional publications, and general news releases. It is understood that any monies that are not used as budgeted will be through the means of a project amendment, used for additional copies of the proceedings.

9. PARTICIPATING SCHOOL DISTRICTS AND TRANSPORTATION

Children participating in this project are in a required residential center for drug rehabilitation. There are no other participating children from other school districts other than resident children, so additional transportation is not needed.

Transportation services are vital to the success of this project as the proposal requires small groups of the resident students learning-living away from the residential center. This needed transportation has been reflected in the proposal.

10. DISTRICT OR BOCES PROGRAMS AND SERVICES

The Holy Cross Campus is a unique program meeting the needs of a select population who are emotionally handicapped and have been required to be in residence in a drug treatment center. There is no other similar category in nearby or distant BOCES Centers. However, existing relations and cooperative operation patterns between Holy Cross and the Dutchess County BOCES will con-

tinue and would not be altered by this proposal.

APPENDIX C

OUTDOOR EDUCATION

PINE CLIFF UNION FREE SCHOOL DISTRICT

Summer Session

July - August 1974

Implementation Procedure

During the summer, classes will be taught for one, two, or three weeks at a time. Summer school will last for seven weeks. You will be in the class you choose from 9:45 to 12:45 each day for the number of weeks stated.

ONE WEEK CLASSES

English..... Peter Bowers

History..... Bob Donaldson & Dennis Claire

Science..... Tony Rigothi

Art..... Sandy Kay

Horses..... Jack Dempsey

Camping..... Lee Cappadora & Lee Lewis

Advanced Math..... John LaVind

Advanced Communication and
Library Skills..... Larry Kosofsky

Music (available if enough
people sign up)..... Peter Bowers

TWO WEEK COURSES

Shop..... Pat Berrardi

Photography..... Bruce Cost

THREE WEEK COURSES
(offered only the first three weeks in summer)

Remedial Reading & Math.....John LaVind-Larry Kosofsky

Advanced Shop (must be approved
by teacher)..... Pat Berrardi

Advanced Photography..... Bruce Cost

Requirements for Registration

1. The following students must take the three week remedial reading and math course:

Nancy Carullo	Tina Ramirez
Mark Poole	P.J. Jones
Ike Smith	Sharon Dunn
Suzy Bannorman	Mary Capuano
Mike Perez	Brenda Taylor

2. All students who are not listed above must take at least two courses listed under "One Week Classes".

3. Both beginning shop and photography and camping are on a first come-first serve basis. There will be only 5 or 6 students in each of these classes.

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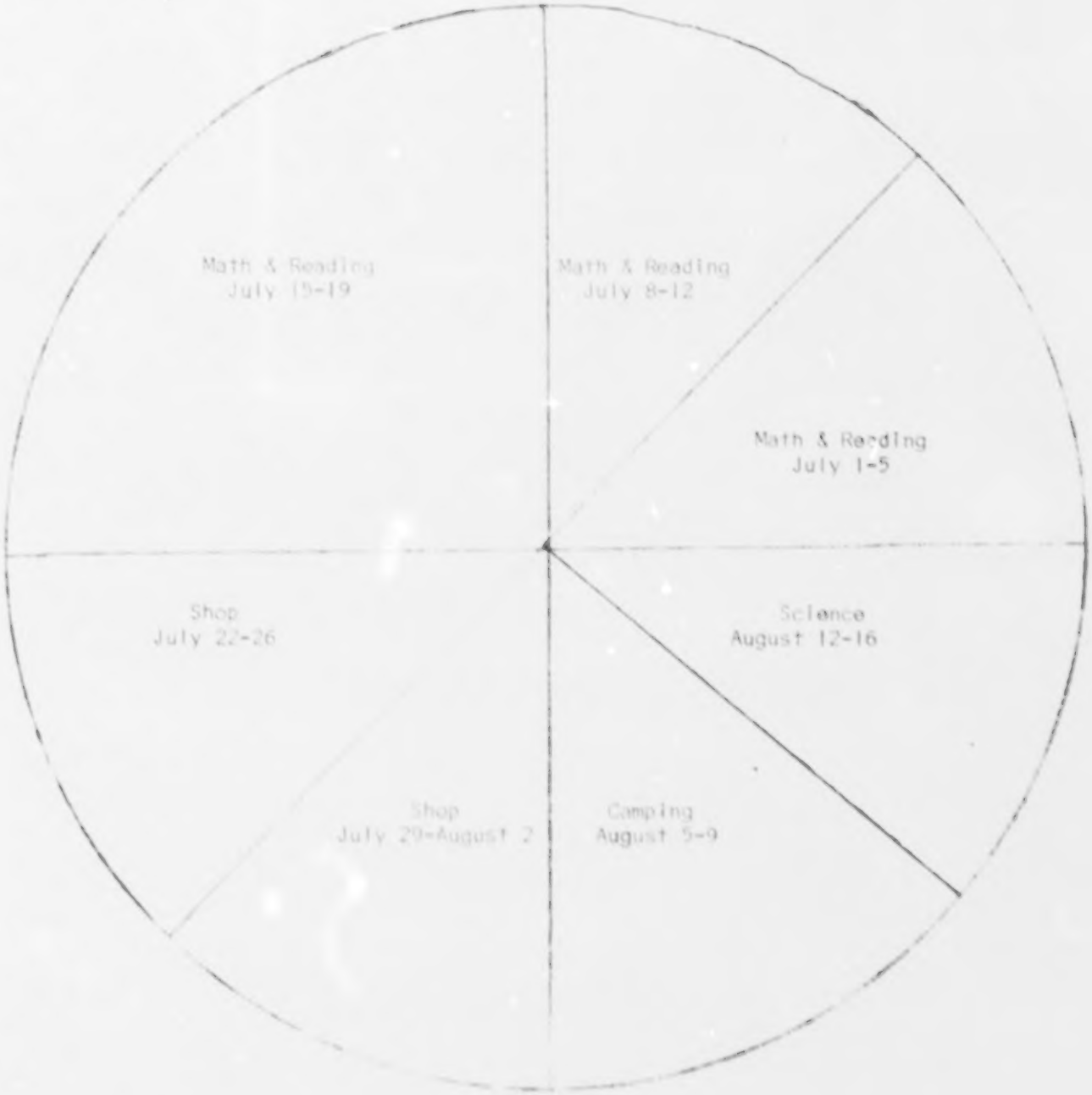
EXAMPLE SCHEDULE



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HERE'S WHAT IT'S ALL ABOUT

English

We will be spending time outside learning about the things that turn writers on to the outdoors. Activities will include video-taping a play, following directions in the woods, learning an outdoor vocabulary, reading science fiction and star-gazing with a telescope, visiting homes of famous writers, creative writing, etc. A course designed to put you in touch with the philosophy of Nature.

History

The theme for our summer program will be in the field of Colonial History. It will include certain aspects of colonial life; work, home, religion and society. We will make use of the facilities on the campus, and nearby locations. The students will become aware of their colonial heritage through actual field work and visiting local and one distant colonial sites.

Science

We will be studying the Hudson River, some natural facts about the Hudson, and how it has changed over the years. Each day we will be visiting a different part of the river. There we will talk about that part of the river's importance in the development or destruction of the river as well as investigating it's ecological condition. It should be interesting to see how different the river is at different spots.

Art

The world of nature has always been the basis of inspiration for artists. Now a new trend of thought is developing. Rather than try to copy it, people have found ways to use bits and pieces of natural objects to create an art form. Native and Folk art have been doing this for centuries.

An important quality an artist must have is that of being capable of SEEING. It is more difficult than it sounds. In order to draw a flower, for instance, one must be able to see the natural flow of form from stem to leaf to bud. Nature's wonders are always made with a natural flow of form and color. There is a delicacy that must be felt and understood.

We will be seeing nature and using it to create our art in many different ways. Some of our projects will be junk sculptures, sand painting, making kites, stone paperweights, found object collages and more. Come and find out.

Horses

Not only will we be riding horses but also learning about their habits and their care and feeding. We will be doing some trail riding and perhaps making some trips to local horse shows and farms.

Camping

Leaving for North Lake Campsites on Monday, we'll start right away by learning how to and how not to set up camp. There are plenty of things to do there and trips away from the campsite will be planned by those who are there. We will alternate weeks for the guys and girls. No more than six can go each week. Camping is only offered for the first four weeks of the summer.

Advanced Math (last four weeks)

Students will be given advanced techniques to enable them to adapt basic computational skills to problem-solving techniques in order to meet the needs of everyday life situations. Students will be required to apply their knowledge of math in shopping for food, simulated auto purchases, map reading and route selection, income tax preparation, etc. All work will be done in a real life situation.

Advanced Communication & Library Skills (last four weeks)

We will be using reference books showing how and when to use dictionaries, encyclopedias, reader's guide, almanacs, etc. for informational research and report writing. We will be working on vocabulary-spelling improvement, helping students to increase their vocabulary and spelling ability through study, drill, exposure,all levels.

Music

Advanced students will work on learning songs dealing with the outdoors. Beginners will learn to play at least one song and to play basic chords on the guitar. Classes will be held outside to better understand the things that caused the songs to be written.

Shop

If you dig working in woodshop and the outdoors, get into the summer shop program. We are going to have actual loggers come and show us how trees are cut down and then cut into lumber which we can use. Most of the work will be done outdoors but if you have something you really want to do, we will work it into the program.

Photography

This summer, students will explore their environment with cameras in this basic course.

They will learn film developing, printing, as well as proper use of a camera. Simple assignments will be given which should help teach students to "see photographically". Time will be spent outside, including one off-campus photo trip per week.

Remedial Reading and Math

This course will run for three weeks. Each day the student will have math for half the morning and reading for the other half.

Skills will be taught and reviewed inside but the actual math and reading will be done in supermarkets, highways, other schools and, in general, in places both in and out of the Holy Cross Campus where reading and math will be necessary for everyday life.

APPENDIX D

TEACHER FIELD REPORTS

Rhinecliff Union Free School District

TEACHERS FIELD TEACHING REPORT
Rhinecliff Union Free School District
Morton Road
Rhinecliff, New York 12574

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Teacher Tony Rigothi Date 7/1/74 Curriculum Area Science

Group Profile 3 boys/3 girls Specific Activity Ecology of a tributary near its effluence

Program Objectives:

Observational technique and activity approach to ascertain the ecology of a river and its tributary.

Site Resources (Location):

New Hamburg, N.Y. - a small village on the Hudson -- also Wappingers Creek.

General Procedures:

A vehicular tour and walking tour was first initiated. Then students fished and in the meantime, observed.

Necessary Preparation:

Acquaintance with principles of ecology.

Equipment Needed:

Fishing poles and tackle

Vocabulary:

ecology
ecosystem
environment
pollution

Comments & Recommendations:

Students, while fishing, observed the rampant garbage pollution in the area and observed some water pollution. All this was done in a "second hand" approach with little prior student local area preparation.

Additional Sources of Information:

"Ecology of the Hudson" published by State Department of Conservation.

TEACHERS FIELD TEACHING REPORT
Rhinecliff Union Free School District
Morton Road
Rhinecliff, New York 12574

Teacher Tony Rigathi Date _____ Curriculum Area Science

Group Profile 3 boys/3 girls Specific Activity Soil testing layer analysis

Program Objectives:
To show stratas of soil

Site Resources (Location):
Any exposed strata area

General Procedures:
1) samples taken of each soil layer
2) then mounted on small cardboard

Necessary Preparation:
Study of soil and its compositions

Equipment Needed:
Shovel
Soil containers
Cardboard
Glue
Scissors

Vocabulary:
Sod
Strata
Bedrock
Sub soil
Humus
Loam
Clay

Comments & Recommendations:
Students produced sod profiles and could compare the different areas for soil composition based on their profiles example.

Additional Sources of Information:
Guide for making such projects
"Outdoor Education Equipment"
Gachert/Sncoks
Interstates Publications

TEACHERS FIELD TEACHING REPORT
Rhinecliff Union Free School District
Morton Road
Rhinecliff, New York 12574

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Teacher McDermott Date 5/13/74 Curriculum Area Science

Group Profile 5 girls/4 boys Specific Activity Collecting rock & mineral samples

Program Objectives:
Students will collect rocks outdoors to bring back to class for study and classification.

Site Resources (Location):
School area

General Procedures:
Collect rocks, bring back to class. Using rock and mineral identification books, students will try to compare their samples to ones in the book. They will test for hardness, whether it's a rock or mineral, cleavage, composition, color, etc. Then they will find the rock identification. They will label and display their samples.

Necessary Preparation:
Setting up rock and mineral resources books.

Equipment Needed:
Rock chisels
Books on rocks
Rocks

Vocabulary:

Metamorphic	texture
sedimentary	rock
ignerus	mineral
cleavage	hardness
fault	

Comments & Recommendations:
Very good lesson. Students were able to identify quite a few rock samples found around the school area with the aid of the rock and mineral lab books. Each student worked with the particular sample they found themselves.

Additional Sources of Information:

TEACHERS FIELD TEACHING REPORT
Rhinecliff Union Free School District
Morton Road
Rhinecliff, New York 12574

Teacher Robert Donaldson Date 2/78 Curriculum Area American History

Group Profile n students Specific Activity visit to Colonial graveyard

Program Objectives:
To allow the students to see a colonial graveyard - read inscriptions and epitaphs.

Site Resources (Location):
Old Stone Church - Red Hook
Rhinebeck Grave Yard

General Procedures:
Call both cemeteries at the church beforehand and ask permission to view the graves.

Necessary Preparation:
Students should understand why they are visiting the grave stones in order to understand about the different nationalities that settled in the area and possible reasons for death.

Equipment Needed:
A van

Vocabulary:
Brownstone) Graves
Fieldstone)
Small pox (pox)
Childbirths

Comments & Recommendations:
The students were very interested in reading the tombstones. They were able to understand why there were so many children's graves due to lack of medical facilities and knowledge. They also were informed of the strong German settlement up here by reading the names. Excellent history, geography and mathematics class.

Additional Sources of Information:

TEACHERS FIELD TEACHING REPORT
Rhinecliff Union Free School District
Morton Road
Rhinecliff, New York 12574

Teacher Robert Donaldson Date 5/74 Curriculum Area Social Studies

Group Profile 6 students Specific Activity visit to the Rhinebeck Aerodrome

Program Objectives:
To acquaint the students with the types of aircraft that were used by the countries that participated in World War I.

Site Resources (Location):
Old Rhinebeck Aerodrome

General Procedures:
Have a letter of introduction from your principal. This will entitle you to a discount for admission.

Necessary Preparation:
The students should be familiar with the countries that fought in World War I. They should also be familiar with the fact that this was the first war that airplanes played a decisive role in the outcome of the war.

Equipment Needed:
A van

Vocabulary:
Fokker
Sopwith Camel
Spad
Allies
Axis

Comments & Recommendations:
The museum and hangars, with the replicas of the planes, is excellent for the students to see how the original planes looked. The paintings of World War I air combat scenes allow the students to imagine what it was like to participate in the fighting of the time.

Additional Sources of Information:

TEACHERS FIELD TEACHING REPORT
Rhinecliff Union Free School District
Morton Road
Rhinecliff, New York 12574

Teacher Robert Donaldson Date 3/74 Curriculum Area Russian History

Group Profile 5 students Specific Activity Serfdom

Program Objectives:
To allow the students to understand what it was like on a fief.

Site Resources (Location):
Rectangular square of land outside school building.

General Procedures:
Allow one student to divide up the plot of land for growing food and living area. Then, move the other students into the plot. These will be his descendents.

Necessary Preparation:
An understanding of the Russian system of feudalism and serfdom on the eve and after emancipation in 1861.

Equipment Needed:
None

Vocabulary:
Serfdom
Fief
Manor
Feudalism
Lord - Serf

Comments & Recommendations:

The students received a good idea what it was like to live on a fief before the emancipation of the Russian serfs in 1861 and prior to the revolution in 1917. They also received a good idea what it was like to be a Russian peasant, living under those conditions.

Additional Sources of Information:

TEACHERS FIELD TEACHING REPORT
Rhinecliff Union Free School District
Morton Road
Rhinecliff, New York 12574

Teacher I. Kovatsky Date 9/11/74 Curriculum Area Reading

Group Profile 4 girls/3 boys Specific Activity Trip to Western Publishing Co.

Program Objectives:
To acquaint students with process of printing books, job possibilities in publishing industry.

Site Resources (Location):
Western Publishing Company factory on Route US 9, Poughkeepsie, New York

General Procedures:
Students were addressed by several company representatives and were told general background and history of the company, then were taken on a tour of the plant.

Necessary Preparation:
Students were explained the use of the Western Printing plant.

Equipment Needed:
Van

Vocabulary:

Linotype	plastic
Lithograph	negative
typesetting	corrections
plate	press

Comments & Recommendations:
The tour was well conducted. The students were generally interested. We followed the process of the printing of a book from paper and manuscript through type-setting, plate-making to distribution. More time would have been good, but two hours is long enough to be on one's feet. Would recommend this tour for photography, media, journalism classes and for distributive education classes.

Additional Sources of Information:

TEACHERS FIELD TEACHING REPORT
Rhinecliff Union Free School District
Morton Road
Rhinecliff, New York 12574

Teacher Glenn Casale / Larry Kosofsky Date 4/74 Curriculum Area Reading/Drama

Group Profile 5 girls/5 boys Specific Activity "Game show"

Program Objectives:
To teach students the concept of homonyms and the use of them.

Site Resources (Location):
Library

General Procedures:
The "master of ceremonies" gave each "contestant" a turn to match homonyms a la "Concentration". Additional points were added if the student could use each homonym in a sentence.

Necessary Preparation:
Students were explained exactly what a homonym is and the rules of the "show". A game board was constructed on the library wall.

Equipment Needed:
Videotape machine
Pointer
Markers, paper

Vocabulary:
read - reed
wear - where
there - their
see - sea
here - hear
stair - stare
bear - bare

Comments & Recommendations:
Very good participation -- even the "audience" was cheering, calling out comments.

Additional Sources of Information:

TEACHERS FIELD TEACHING REPORT
Rhinecliff Union Free School District
Morton Road
Rhinecliff, New York 12574

Teacher Brother Wymer Date 12/18/7 Curriculum Area Industrial Arts

Group Profile 1 teacher - 1 student Specific Activity To cut one 8-inch white birch

Program Objectives:
To cut into short lengths (Approximately 16 inches) to use for lamps, candle holders, table centerpieces, etc.

Site Resources (Location):
On property one-quarter mile north of main entrance

General Procedures:
Drove to site and cut tree to approximately 4-foot sections.

Necessary Preparation:
A selected tree had been sighted prior to the day of cutting.

Equipment Needed:
We did not have the equipment needed, but used what was at hand - a 12-inch buck saw and a carpenter's saw.

Vocabulary:

Comments & Recommendations:
The above tree was cut because it had reached maturity and would have fallen in a year or two. There are very few white birches on this property. I was somewhat surprised that out of several students, only one seemed interested enough to help.

Additional Sources of Information:

TEACHERS FIELD TEACHING REPORT
Rhinecliff Union Free School District
Morton Road
Rhinecliff, New York 12574

Teacher S. Walters Date 6/21/74 Curriculum Area Wood Shop

Group Profile 4 boys Specific Activity Bridge building in a swamp

Program Objectives:
To teach simple construction of bridge.

Site Resources (Location):
Swamp, Holy Cross

General Procedures:
1. Cut log to go from one bank to another.
2. Cut smaller logs for cross members.
3. Nail together

Necessary Preparation:
1. Use of tools
2. How to construct a bridge so it will be serviceable.

Equipment Needed:
Nails
Hammers
Bow Saw
Ax
Tape measure

Vocabulary:

Comments & Recommendations:
A great way to see how easy it is to build a single bridge in a short time.

Additional Sources of Information:

TEACHERS FIELD TEACHING REPORT
Rhinecliff Union Free School District
Morton Road
Rhinecliff, New York 12574

Teacher Gilda Lyons Date 5/5/74 Curriculum Area Arts & Crafts

Group Profile _____ Specific Activity _____

Program Objectives:
To show the students how to make a correct sketch of a grassy hill.

Site Resources (Location):
Any place on campus with a view of more than one hill.

General Procedures:
1. Take students outside
2. Point out places they can sketch.
3. Ask students how the grass grows on a hill.
4. Ask them to sketch the hill.

Necessary Preparation:
Tell the students what is to be accomplished.

Equipment Needed:
Sketch pad
Sketch pencil
Folding camp stools if ground is wet

Vocabulary:
Vertical growth
Photosynthesis
Chlorophyll
Wind, Light
Topography

Comments & Recommendations:
Try to develop the students' awareness by constantly asking questions. Many times they answered their own questions and by doing this they corrected their own sketches. This was a good project for some students, but others dismissed the challenge as too taxing.

Additional Sources of Information:

TEACHERS FIELD TEACHING REPORT
Rhinecliff Union Free School District
Morton Road
Rhinecliff, New York 12574

Teacher Sandra Kay Date 7/3/74 Curriculum Area Art

Group Profile 5 boys/3 girls Specific Activity Plaster Plaques

Program Objectives:

1. To explore 3-dimensional design through a relief sculpture
2. To learn how to work with plaster and casting.
3. To use leaves and other natural objects to create designs.

Site Resources (Location):

Holy Cross Campus and art room

General Procedures:

Form a pinch pot out of clay (high walls) impress objects into clay, mix plaster, pour, allow to harden 24 hours, paint or leave white, shellac. Alternate plan - add sand to wet plaster for more 'ossil like appearance.

Necessary Preparation:

Discuss texture. Explain imprinting into clay. Give natural examples - fossils, imprinting a footprint into sand.

Equipment Needed:

clay (non-hardening)
plaster
natural found objects
container
water

Vocabulary:

texture
imprinting
casting (plaster)
pinch pot
3-dimensional design

Comments & Recommendations:

Works out well and is fun to do. A good project that encourages more than one day's participation, and yet produces results in every step.

Additional Sources of Information:

fossils
natural textures in leaves
shells, seeds, twigs, etc.

TEACHERS FIELD TEACHING REPORT
Rhinecliff Union Free School District
Morton Road
Rhinecliff, New York 12574

Teacher Bruce Cost Date Jan. Curriculum Area Photography

Group Profile 7 girls/8 boys Specific Activity Picture taking, developing, printing

Program Objectives:
Teach film developing, operation of camera, simple printing

Site Resources (Location):
Holy Cross Campus

General Procedures:
Shoot five rolls of film of student's choice, develop and make contact sheet.

Necessary Preparation:
Explain operation of camera, how to develop film, make contact sheet.

Equipment Needed:
Cameras
Film
Developing equipment & chemicals

Vocabulary:
expose
light meter
shutter speed
f stop
developer
stop
fix

Comments & Recommendations:
Students are highly enthusiastic at this point, will pick up most of the technical data they need to know in these first few months.

Additional Sources of Information:
Time-Life Books
The Print
Light & Film

TEACHERS FIELD TEACHING REPORT
Rhinecliff Union Free School District
Morton Road
Rhinecliff, New York 12574

Teacher Pat Albano Date 5/17/74 Curriculum Area Math

Group Profile Sophomores,Juniors,Seniors Specific Activity Scavenger Hunt

Program Objectives:
To have the students apply their knowledge of measurement and distance in locating the articles assigned for the hunt.

Site Resources (Location):
Holy Cross Campus

General Procedures:
Inform the students the day before of the activity that will take place and inform them of the rules they are to follow. Any questions concerning this aspect should be answered then.

Necessary Preparation:
Assignments in the use of the ruler and tape measure.

Equipment Needed:
Tape measures, rulers, pencils, handout sheets, paper

Vocabulary:
inches
feet
yards
diameter
radius

Comments & Recommendations:
Students enjoyed the activity which was slightly competitive due to the fact that the students were broken up into groups and points assigned for the number of articles brought back. A prize was given to the group who found all objects and a smaller prize for the runners-up. A lot of learning was going on which was pleasant for the student. Those who were not quite accurate in measurement during school assignments strived to be so now because they had to have their measurements checked out by the opposing group to gain the points. The activity was excellent.

Additional Sources of Information:
Business Mathematics Text & Workbook

SCAVENGER HUNT

Instructions

Each member of each group must follow the instructions or they will be disqualified, and points deducted from their team. Each group will be allowed a certain time to collect each item on the list and points will be given according to the number of items collected. The group with the most points will win.

1. Measure out a 5 1/2 foot radius around the designated area and collect 5 different pieces of environmental pollution. (One member of each team must measure the distance and another collect the items).

   Time Allowed: 15 minutes Total Points: 15

2. Locate a twig or a branch that is approximately 8 3/4 inches long. One coming closest to this will receive the points. Two members will work on this project.

   Time Allowed: 7 minutes Total Points: 10

3. Measure the exact foot size of everyone on your team. Each member will receive 5 points for anyone who is closest to 10 1/2 inches or 7 inches. You may select only one measure. One team member is to do the measuring.

   Time Allowed: 5 minutes Points: 5

4. Select a member from your group. Have him do the following: Count off 59 paces, turn to the right, measure one yard of distance using the tape measure, to the left of him here, pick up any object that is lying loose on the grass. (It cannot be flowers or grass). Return it to the group. (One member will be needed to measure off a yard and the other to follow through on the project.)

   Time Allowed: 7 minutes Points: 10

Note: Anyone from the groups not participating will have points deducted from his team.

TEACHERS FIELD TEACHING REPORT
Rhinecliff Union Free School District
Morton Road
Rhinecliff, New York 12574

Teacher John Laying Date 1/24/74 Curriculum Area Math

Group Profile 4 girls Specific Activity Remodel Rooms

Program Objectives:
To enable the students to apply measurement principles to actual problem situations.

Site Resources (Location):
Spellman Hall, Holy Cross Campus

General Procedures:
Each student submits an estimate of the cost of remodeling their room, according to a plan. The actual measuring and computations to be done by students.

Necessary Preparation:
Review finding area and measurements.

Equipment Needed:
Rulers
Tape measures

Vocabulary:

square	inches
length	feet
width	board feet

Comments & Recommendations:
Planning and measurements were well-done. Interest suffered because students could not purchase material they had planned to use. Any activity that helps students with group living has been successful this year.

Additional Sources o. Information:

PHYSICAL EDUCATION
Canoeing #1

1. Swimming skill is required for the safe use and operation of canoes and rowboats. Students who have not passed the swimming test given in P.E. class or by the recreation staff will not be allowed in the canoes.

2. Each student using a canoe must take a life jacket with him. He or she may wear the jacket or use it to kneel on.

3. There should be no more than 3 people in a 17-foot canoe unless the instructor grants special permission for the fourth.

4. It is important to adjust the weight of the occupants in a canoe for greater efficiency and safety.

5. If the canoe capsizes, stay with it until help arrives. Even a canoe full of water will support its occupants.

6. The canoes and rowboats are for enjoyment but this does not include horseplay.

Entering and Leaving a Canoe

1. Steady the canoe. Step into the canoe over the keel (side) keeping your weight on the foot outside the canoe.

2. Grasp both sides and transfer your weight to the foot in the canoe.

3. Place the other foot in the canoe and kneel down. NEVER stand up.

4. Leaving the canoe, just reverse the procedure.

Correct Position for Paddling a Canoe

1. Paddle in a kneeling position using a pad or lifejacket under the knees and supporting a portion of your weight against the seat. It is better for control and efficiency not to sit on the seats.

Changing Position in a Canoe

1. This creates a dangerous situation and requires a great deal of skill. I see no reason for attempting this in deep water; instead wait until you reach shore and change there. This is a rule I must insist on.

Class Usage

When using canoes in class, I will allow you to stay out as long as possible. However, when asked to come in, don't ask for a minute more or mess around. If individuals in a class take a long time to come in, then that class will be given less water time during their next class.

TEACHERS FIELD TEACHING REPORT
Rhinecliff Union Free School District
Morton Road
Rhinecliff, New York 12574

Teacher Bob Krauaz Date 5/21/74 Curriculum Area Physical Education

Group Profile _____ Specific Activity Canoeing skills

Program Objectives:
Understanding of canoeing safety
Understanding of basic canoeing skills

Site Resources (Location):
Indoor or outdoor pool

General Procedures:
Lecture
Demonstration
Practice

Necessary Preparation:
Knowledge and skill in canoeing

Equipment Needed:
Canoe
Paddles
Life jackets
Pool

Vocabulary:
J Stroke
Kneel - side

Comments & Recommendations:
Lecture given on safety. Lecture and demonstration in canoeing skills.
Practice in entering and leaving canoe.
Practice paddling canoe - turns, etc.
Practice in J Stroke.

Additional Sources of Information:
Red Cross Life Saving & Water Safety Manual

TEACHERS FIELD TEACHING REPORT
Rhinecliff Union Free School District
Morton Road
Rhinecliff, New York 12574

Teacher Bob Krausz Date 6/3/74 Curriculum Area Physical Education

Group Profile 13 boys/ 9 girls - 2 classes Specific Activity Fishing from boats

Program Objectives:
Recognize best area of lake for fishing. Teach proper pole movement to fishing safety with fishing equipment. Students set up their own bamboo fishing poles.

Site Resources (Location):
Lake Ellerslie

General Procedures:
1. Students make their own fishing poles, equipment is provided.
2. Find out why fish hang out in certain areas of lake during specific time of day.
3. Learn how to bait and empty a hook.

Necessary Preparation:
Students have boating skills.
Students are told proper fishing pole tackle arrangement.

Equipment Needed:

fishing line	canoes
sinkers	rowboats
floats or bobbers	one knife
hooks	tackle box
artificial bait	lure
real live bait	bamboo poles

Vocabulary:
lure
lead
sinker
bobber
dropline

Comments & Recommendations:
Students loved this and soon realized the fish "hang out" in shaded or cooler areas of water during the day. Students proved patient and quiet and were very safety-conscious with the fishing equipment. Everyone had to bait their own hooks.

Additional Sources of Information:

TEACHERS FIELD TEACHING REPORT
Rhinecliff Union Free School District
Morton Road
Rhinecliff, New York 12574

Teacher Pat Albano Date _____ Curriculum Area Merchandising

Group Profile _____ Specific Activity Planning Store Layout

Program Objectives:
After studying chapter on store layouts, the students were required to visit stores similar to the one they had in mind to establish and sketch layout. Later on they were to sketch layout for their own store.

Site Resources (Location):
Stores located in Rhinebeck and Kingston.

General Procedures:
1. Have students read chapter on layouts and discuss in class.
2. Tell students of project and have them pick particular store to visit.
3. Hand in sketches.

Necessary Preparation:
1. Familiarize students with vocabulary in chapter.
2. Illustrate different types of layouts.
3. Arrange for store visits.

Equipment Needed:
Car
Sketching paper

Vocabulary:
Store layout
aisle tables
merchandise island
impulse goods
ends

Comments & Recommendations:
Project was well received by both students and residents. The grades received on the project helped boost grades up for those who were failing before these projects took place.

Additional Sources of Information:
Montgomery Ward, Retail Merchandising Text

TEACHERS FIELD TEACHING REPORT
Rhinecliff Union Free School District
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Teacher Pat Albano Date _____ Curriculum Area Merchandising

Group Profile _____ Specific Activity Choosing Shopping District

Program Objectives:
To apply principles learned for choosing a shopping district to an actual situation.

Site Resources (Location):
Town of Rhinebeck

General Procedures:
Take students to different types of shopping districts and list advantages and disadvantages of each. Once this is done, and they have selected a site, they must take a count of customer traffic to determine if the site is a good one.

Necessary Preparation:
Before starting on the project, students must have completed chapter on shopping districts and have completed project on questionnaires. Arrangements for transportation and a list to check off type of customers must also be made.

Equipment Needed:
Car
Check-off list

Vocabulary:
Structural traffic
Lane traffic
Shopping traffic
Corner location
Inside location
Competition

Comments & Recommendations:
The project turned out very well. The students participated extremely well and were quite happy with responses from the town residents in regard to their hypothetical store location. Residents also gave information in reference to being structural, lane or shopping traffic.

Additional Sources of Information:
Retail Selling Text
Salesmanship Fundamentals Text

TEACHERS FIELD TEACHING REPORT
Rhinecliff Union Free School District
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Teacher Pat Albano Date _____ Curriculum Area Merchandising

Group Profile _____ Specific Activity Is there a need for a new store in the community?

Program Objectives:
To let the students experience the actual process one goes through before establishing a new store.

Site Resources (Location):
Holy Cross Campus Staff in Rhinecliff
Residents of Rhinebeck

General Procedures:
Have students prepare a questionnaire to be given out to staff and residents of the town asking specific questions on whether a store is needed in the area or not.

Necessary Preparation:
Students must be familiar with the Text chapter dealing with surveys and how to go about conducting one. They must then prepare a sample survey to hand in. Arrangements must be made for the trip to town and having staff fill in survey.

Equipment Needed:

Vocabulary:
It was necessary to be familiar with the vocabulary in the text dealing with the questionnaires.

Comments & Recommendations:
The project gave the students a feeling of pride especially if the responses were favorable to establishing the type of store they had in mind.

Additional Sources of Information:
Retail Merchandising Sixth Edition

TEACHERS FIELD TEACHING REPORT
Rhinecliff Union Free School District
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Teacher Fred Glynn Date 4/74 Curriculum Area English

Group Profile C. Writing Class Specific Activity Group field trip on campus

Program Objectives:
Communication exercise
Cooperation exercise
Problem in non-verbal communication

Site Resources (Location):
1. Flat grassy plot (Quad)
2. Grassy hillside
3. Rough area - grass, rocks, etc.

General Procedures:
1. Have group form a straight line, eyes closed, shoulders touching. Move forward, no talking, try to maintain a straight line. 2. Stop after about 20 ft. open eyes, discuss line (not very straight). Discuss types of clues possible. Do same again, discuss the improvement. 3. Do same on a hillside (move up or down) 4. Do same on rough ground. 5. Object is to increase the difficulty to force better non-verbal communication.

Necessary Preparation:
Discussion of various types of non-verbal communication. Discussion of working on a group project - a shared short story.

Vocabulary:
"communication"
contact
touch
words from the discussion

Equipment Needed:
None

Comments & Recommendations:
Follow up with a group writing assignment on a short story about a group of people forced to cooperate in order to accomplish a goal. This exercise proved much more effective than classroom discussions and team exercises. I thought it a little "far-fetched" when I tried it, but it cut through a lot of student barriers in the areas of cooperation and pointed up a need for more exact communication than the students were used to using.

Additional Sources of Information:

TEACHERS FIELD TEACHING REPORT
Rhinecliff Union Free School District
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Rhinecliff, New York 12574

Teacher Fred Glynn Date 4/74 Curriculum Area English

Group Profile Terri Gillis Specific Activity Trip to a play

Program Objectives:
Compare the film and play & film script and play text to The Effect of Gamma Rays on Man In the Moon Marigolds.

Site Resources (Location):
Marist College, Poughkeepsie, N.Y.

General Procedures:
1. Read the film script with students.
2. See the play - go backstage, see the make-up (especially "Granny"), set, props, etc.
3. Go out for coffee and discuss the different impressions.

Necessary Preparation:
1. One student who has seen the movie
2. One student who has read the play
3. One student who has read the film script.
4. One ex-student who had read & discussed the play in a college class (Janet Grey).

Equipment Needed:
Transportation and tickets for the production.

Vocabulary:
Set and makeup terms from the backstage visit.

Comments & Recommendations:
The college student had more literary information on the play but the same insights about the feelings and frustrations of the characters. Terri Gillis was amazed by the makeup process - it took "Granny" one and one-half hours to make up. Excellent comments on the limitations of a stage set vs. film and the creative use of space and levels on stage.

Additional Sources of Information:

TEACHERS FIELD TEACHING REPORT
Rhinecliff Union Free School District
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Teacher Fred Glynn Date 8/74 Curriculum Area Photo

Group Profile Nelson Fuller Specific Activity Take polaroid pictures of grave stones.

Program Objectives:
Take pictures of same grave stones used in rubbings & sketches. Compare the three forms of reproduction from the point of view of ease (photo is easiest, quickest), style, exactness.

Site Resources (Location):
Cemetery

General Procedures:
Bike to cemetery. Take pictures and develop them. Compare to sketches and rubbings of same stones - advantages of each form of reproduction.

Necessary Preparation:
Teach use of camera.

Equipment Needed:
One Polaroid camera
Film
Bikes
Sketches & rubbings from previous trips.

Vocabulary:
photograph)
sketch) define & trace origin of words -
rubbing) prefix roots, etc.
reproductio)
style?

Comments & Recommendations:
Follow-up by having Nelson give photo of grave stone (one or more) to one student, give sketch of same stone to another student, do same with rubbing to another student. Have Nelson ask each student questions about impressions they get of actual grave stone from the picture, sketch or rubbing. Then take Nelson and other three students to cemetery to see actual grave stones - discuss differences in impressions now.

Additional Sources of Information:
Sandy Kay - History of rubbings & sketching
Bruce Cost - History of Photograph

TEACHERS FIELD TEACHING REPORT
Rhinecliff Union Free School District
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Teacher Fred Glynn Date 7/74 Curriculum Area History, etc. Map Making

Group Profile _____ Specific Activity Compare 1912 map to current property.

Program Objectives:
Find number and location of original large trees that bound the property.

Site Resources (Location):
Old main entrance to estate

General Procedures:
Send student out for two hours by bike. Have him report back on his findings & problems.

Necessary Preparation:
Find familiar objects on old map and orient student. Draw simple outline of old main entrance & road directions to ride there by.

Equipment Needed:
Bike
1912 map
paper
pen
Note to police OK Nelson Fuller off campus on bike.

Vocabulary:

Comments & Recommendations:
Excellent for motivation and building independent work habits.

Additional Sources of Information:
Mike Frazier (he's a walking book on history of the Morton Estate).